

**DCSD 2<sup>nd</sup> Grade ELA Curriculum Guide**

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
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**Language**

L. CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.2.1a Use collective nouns (e.g., group).	We will use collective nouns when speaking or writing. (Examples: <i>group, herd, flock</i> )		<ul style="list-style-type: none"> <li>Collective noun</li> </ul>		
L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2a Capitalize holidays, product names, and geographic names.	<p>We will capitalize the names of holidays. ( i.e. <i>Christmas, Mother's Day</i>)</p> <p>We will capitalize the names of products. (i.e. <i>Legos, Cheerios</i>)</p> <p>We will capitalize the names of geographic places. (i.e. <i>Great Basin, Grand Canyon</i>)</p>				

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L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2b Use commas in greetings and closing of letters.	We will use commas in greetings and closings of letters.		<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Closing</li> </ul>		
L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	<p>We will use apostrophes correctly in contractions.</p> <p>Will use apostrophes to show ownership.</p>		<ul style="list-style-type: none"> <li>• Apostrophe</li> <li>• Contraction</li> </ul>		

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L.CCR.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.2.3a Compare formal and informal uses of English.	We will identify appropriate uses of formal and informal English.		<ul style="list-style-type: none"> <li>• Formal</li> <li>• Informal</li> </ul>		
L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	We will use our reading strategies to understand the meaning of unfamiliar words.		<ul style="list-style-type: none"> <li>• Strategies</li> </ul>		

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L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4a use sentence-level context as a clue to the meaning of a word or phrase.	We will use context clues to help us learn the meaning of an unfamiliar word or phrase.		<ul style="list-style-type: none"> <li>Context</li> </ul>		

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L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i> ).	We will use our knowledge of root words and prefixes to determine the meaning of a new word.		<ul style="list-style-type: none"> <li>• Root word</li> <li>• Prefix</li> </ul>		
	L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i> ).	We will use our knowledge of the meaning of a root word to determine the meaning of an unfamiliar word with the same root.		<ul style="list-style-type: none"> <li>• Root</li> </ul>		

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	L.2.4d 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> ).	We will predict the meaning of a compound word based on the meanings of each word part.  We will predict the meaning of a compound word based on the meanings of each word part.		<ul style="list-style-type: none"> <li>Compound word</li> </ul>		
	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	We will use a glossary or dictionary to help us find the meaning of a word or phrase.		<ul style="list-style-type: none"> <li>Glossary</li> <li>Dictionary</li> </ul>		

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L.CCR.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	We will use strong descriptive words to describe real life connections and/or experiences.		<ul style="list-style-type: none"> <li>• Descriptive</li> <li>• connection</li> </ul>		
L.CCR.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hur</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	We will choose between closely related adjectives and adverbs to best describe what we mean when speaking and writing.		<ul style="list-style-type: none"> <li>• adverb</li> <li>• adjective</li> </ul>		

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<p>L.CCR.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>We will respond orally and/or in writing using words we have learned through conversation, listening and reading.</p>				



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--	-------------------------	--	--	----------------	---	-----------

### Reading Foundational Skills

	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.		The DCSD Spelling Continuum supports 2.3, 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, and 2.3f	<ul style="list-style-type: none"> <li>• Base word</li> <li>• Diphthong</li> <li>• Letter blends</li> <li>• Prefix</li> <li>• Pronounce/ pronunciation</li> <li>• R-controlled vowel</li> <li>• Suffix</li> </ul>		<i>Words Their Way</i>
	RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<p>We will sound out one-syllable cvc words.</p> <p>We will sound out long vowel words using final-e pattern.</p> <p>We will sound out long vowel words with vowel teams.</p>		<ul style="list-style-type: none"> <li>• Difference</li> <li>• Distinguish</li> </ul>		<i>Words Their Way</i>
	RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	We will sound out words containing common vowel teams.		<ul style="list-style-type: none"> <li>• Vowel team</li> </ul>		<a href="#">Phonics Game: Word Part Race</a>  <i>Words Their Way</i>
	RF.2.3c Decode regularly spelled two-syllable words with long vowels.	We will read regular, two-syllable words containing long vowels.		<ul style="list-style-type: none"> <li>• Pronounce/ Pronunciation</li> <li>• Syllable</li> </ul>		<a href="#">Syllable Trivia</a>  <i>Words Their Way</i>

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	RF.2.3d Decode words with common prefixes and suffixes.	We will read words with prefixes (i.e. <i>re-</i> , <i>un-</i> ).  We will read words with suffixes (i.e. <i>-ed</i> , <i>-ing</i> , <i>-tion</i> ).		<ul style="list-style-type: none"> <li>• Affix</li> <li>• Prefix</li> <li>• suffix</li> </ul>		<a href="#">Prefix/suffix games</a>  <a href="#">If the Clue Fits-advanced phonics game</a>
	RF. 2.3e Identify words with inconsistent but common spelling-sound correspondences.	We will apply all known decoding strategies to read unknown words.		<ul style="list-style-type: none"> <li>• Grapheme</li> <li>• Pronounce</li> </ul>		<a href="#">Dolch High Frequency Second Grade Word List and Activities</a>  <a href="#">Irregular Words-Lesson Plans and Games</a>
	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	We will use our knowledge of sight words to read fluently.		<ul style="list-style-type: none"> <li>• Pronounce/ Pronunciation</li> <li>• Unusual</li> </ul>		<a href="#">Dolch High Frequency Second Grade Word List and Activities</a>  <a href="#">Irregular Words-Lesson Plans and Games</a>

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	RF.2.4a Read on-level text with purpose and understanding.	We will use our comprehension strategies to understand what we read.				<a href="#">Reading Fluency Article</a>  <a href="#">Reading Fluency Guidelines and Activities</a>  Shared Readings
	RF.2.4b Read on-level text orally with accuracy, appropriate, rate, and expression on successive readings.	We will read so it sounds like we are talking.  We will read fluently, using expression.		<ul style="list-style-type: none"> <li>• Automaticity</li> <li>• Expression</li> <li>• Fluency</li> <li>• Phrasing</li> <li>• rate</li> <li>• rhythm</li> </ul>		<a href="#">Phrase-Cued Text Lessons</a>  <a href="#">Expression Equals Comprehension</a>  <a href="#">Fluency Partner Activity</a>  <a href="#">Phrasing Activity</a>  Shared Readings
	RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	We will use our reading strategies to make sure we understand what we read.		<ul style="list-style-type: none"> <li>• adjustments</li> <li>• confirm</li> <li>• context</li> <li>• correct</li> <li>• decode</li> <li>• improve</li> <li>• interruption</li> <li>• pronunciation</li> <li>• rereading</li> <li>• strategy</li> <li>• understanding</li> <li>•</li> </ul>		<a href="#">Article on the Use of Context Clues</a>

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--	-------------------------	--	-------------------------------------	----------------	---	-----------

**Reading Informational Text**

<p>R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>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.</p>	<p>We will ask and answer questions about key details in an informational text, through speaking, reading, and/or writing.</p> <p>We will ask and answer who (what, where, when, why and how) questions.</p>		<ul style="list-style-type: none"> <li>• Key details</li> <li>• Informational text</li> <li>• Questions</li> <li>• Who</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Why</li> <li>• How</li> </ul>		<p><a href="#">Reading the Research</a></p> <p><a href="#">Stop and Ask</a></p> <p><a href="#">3-2-1 Strategy</a></p> <p><a href="#">Strategies that Promote Comprehension</a></p> <p>Response to Literature</p>
<p>R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>We will identify the main topic of a multi-paragraph informational passage through speaking, reading and/or writing.</p> <p>We will identify the focus/main idea of specific paragraphs within an informational text through speaking, reading, and/or writing.</p>		<ul style="list-style-type: none"> <li>• Focus</li> <li>• Indent</li> <li>• Main topic</li> <li>• Main idea</li> <li>• Multi-paragraph</li> <li>• Paragraph</li> <li>• Specific</li> </ul>		<p>Thinking Maps</p> <p>Response to Literature</p>

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R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p>We will describe the connection between a series of historical events in an informational text through speaking, reading, and/or writing.</p> <p>We will describe the connection between scientific ideas/concepts in a text through speaking, reading, and/or writing.</p> <p>We will describe the connection between steps in technical procedures in a text through speaking, reading, and/or writing.</p>	Multi- flow Map  Flow Map	<ul style="list-style-type: none"> <li>• Historical events</li> <li>• Scientific ideas/concepts</li> <li>• Technical procedures</li> <li>• Transition/</li> <li>• linking words</li> </ul>		<p><a href="#">Cause and Effect Match</a></p> <p>Response to Literature</p> <p>Thinking Maps</p>
R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	We will ask and answer questions to understand the meaning of words and phrases in a text through speaking, reading, and/or writing.		<ul style="list-style-type: none"> <li>• Antonyms</li> <li>• Context clues</li> <li>• Glossary</li> <li>• Phrases</li> <li>• Prefixes</li> <li>• Root word</li> <li>• Synonyms</li> <li>• Suffixes</li> <li>• Text</li> <li>• Word attack skills</li> </ul>		<p><a href="#">Agree to Disagree</a></p> <p><a href="#">Cube Creator</a></p>

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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>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.</p>	<p>We will use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in printed and/or digital text.</p>		<ul style="list-style-type: none"> <li>• Bold print</li> <li>• Captions</li> <li>• Efficiently</li> <li>• Electronic menu</li> <li>• Glossary</li> <li>• Icon</li> <li>• Index</li> <li>• Subheadings</li> <li>• Text features</li> </ul>		
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RI. 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>We will identify the main purpose of a text through speaking, reading, and/or writing, including what the author wants to answer, explain, or describe.</p>		<ul style="list-style-type: none"> <li>• Entertain</li> <li>• Explain</li> <li>• Describe</li> <li>• Inform</li> <li>• Persuade</li> <li>• Purpose</li> <li>• Support</li> </ul>		<p><a href="#">Author's Purpose Lesson</a></p> <p><a href="#">Author's Purpose 5-day Lesson Plan</a></p>

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R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	We will explain how images help us to understand an informational text through speaking, reading, and/or writing.		<ul style="list-style-type: none"> <li>• Clarify</li> <li>• Diagrams</li> <li>• Drawings</li> <li>• Illustrations</li> <li>• Images</li> <li>• Informational text</li> <li>• Photographs</li> </ul>		<a href="#">Draw a Math Story</a>  Response to Literature  Write From the Beginning
R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.2.8 Describe how reasons support specific points the author makes in a text.	We will describe how reasons an author gives support the points in an informational text through speaking, reading, and/or writing.		<ul style="list-style-type: none"> <li>• Points</li> <li>• Reasons</li> </ul>		<a href="#">Identifying Details</a>  Response to Literature

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R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	We will compare and contrast the most important points presented by two texts on ( <i>insert topic</i> ) through listening, speaking, reading, and/or writing.		<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Difference (different)</li> <li>• Similarity (similar)</li> <li>• Facts</li> <li>• Important points</li> <li>• Informational text</li> <li>• Topic</li> <li>• Valuable information</li> </ul>		<p>Write From the Beginning: Compare and Contrast</p> <p>Response to Literature</p>
R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.					



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---	--------------------------------	---	--	-----------------------	--	------------------

**DCSD Grade 2 ELA Curriculum Guide**

College and Career Readiness (CCR) Anchor Standard	Common Core Standard(s)	Student Outcomes (Objectives Skills/Verbs)	Pacing Notes/ Comments/ Date(s) Introduced	Key Vocabulary	Projects/Activities to support Differentiation and Student Engagement	Resources
--	-------------------------	--	--	----------------	---	-----------

**Reading Literature**

<p>R. CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>We can listen to a story and decide which parts help us understand a story.</p> <p>We will ask and answer questions about key details in a text, through speaking and/or writing.</p> <p>We will read a story and answer questions about key details in a text, through speaking and/or writing.</p> <p>We will ask and answer who (what, where, when, why and how) questions.</p>		<ul style="list-style-type: none"> <li>• Key words</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Who</li> <li>• Why</li> <li>• How</li> <li>• Text</li> </ul>		<p><a href="#">Stop and Ask</a></p> <p><a href="#">Strategies that Promote Comprehension</a></p> <p><a href="#">Strategic Strategies</a></p> <p><a href="#">Story Retelling</a></p> <p>Response to Literature</p> <p>IC Intervention: Forming Questions-Book Three</p>
<p>R. CCR.2 Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>We will retell the beginning, middle, and end of a story (including multi-cultural folk tales and fables), using key details, through speaking and/or writing.</p> <p>We will identify the lesson or author's message from a story, including multi-cultural folktales and fables.</p>		<ul style="list-style-type: none"> <li>• Culture</li> <li>• Multi-cultural</li> <li>• Fable</li> <li>• Folktale</li> <li>• Moral</li> <li>• Purpose</li> <li>• Recount</li> </ul>		<p><a href="#">Comparing and Contrasting Lesson</a></p> <p><a href="#">7 Strategies to Teach Students Comprehension</a></p> <p><a href="#">Series of Lessons</a></p> <p><a href="#">Strategies that Promote Comprehension</a></p>

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R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RL.2.3 Describe how characters in a story respond to major events and challenges.	We will describe characters and how they change in response to challenges through speaking, reading, and/or writing.  We will identify and describe major events in a story through speaking, reading, and/or writing.		<ul style="list-style-type: none"> <li>• Describe</li> <li>• Identify</li> <li>• Interactions</li> <li>• Key details</li> <li>• Traits</li> <li>• Character</li> <li>• Major Event</li> <li>• Challenge</li> </ul>		<a href="#">Text Talk Plan</a>  Response to Literature
R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.	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.	We will describe how words and phrases in stories, poems, and songs provide rhythm and meaning through listening, speaking, reading and writing.		<ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Phrases</li> <li>• Regular beat</li> <li>• rhyme</li> <li>• rhythm</li> <li>• rhythmic words</li> <li>• syllable</li> </ul>		Response to Literature

**DCSD Grade 2 ELA Curriculum Guide**

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<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>We will describe the organization of a story, including the introduction and conclusion.</p>	<p>The following vocabulary words should have been mastered in first grade: <i>characters, problem, setting, solution</i></p>	<ul style="list-style-type: none"> <li>• actions</li> <li>• characters</li> <li>• introduction</li> <li>• conclusion</li> <li>• events</li> <li>• plot</li> <li>• problem</li> <li>• resolution</li> <li>• sequence of events</li> <li>• setting</li> <li>• solution</li> <li>• story structure</li> <li>• organization</li> </ul>		<p><a href="#">Strategies that Promote Comprehension</a></p> <p><a href="#">Lesson Plan-Sequencing</a></p> <p>Response to Literature</p>
<p>R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RL. 2.6 Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.</p>	<p>We will recognize different points of view of characters in a story through speaking, reading, and/or writing.</p> <p>We will use different voices for each character when reading dialogue aloud.</p>		<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Point of view</li> <li>• Quotation marks</li> <li>• Story</li> <li>• Text</li> </ul>		<p><a href="#">Lesson Plan- Two Bad Ants</a></p> <p><a href="#">Reader's Theater</a></p> <p>Response to Literature</p>

**DCSD Grade 2 ELA Curriculum Guide**

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<p>R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>RL. 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>We will describe and analyze characters, setting, and/or plot in a story using illustrations and details from a print or digital text.</p>		<ul style="list-style-type: none"> <li>• Characters</li> <li>• Plot</li> <li>• Problem &amp; solution (resolution)</li> <li>• Sequence of events</li> <li>• Setting</li> <li>• Text</li> <li>• Digital text</li> <li>• Analyze</li> </ul>		<p><a href="#">Fairy Tales Around the World</a></p> <p><a href="#">Lessons- Animal Fables &amp; Trickster Tales</a></p> <p><a href="#">Text Structure-Plot</a></p> <p>Response to Literature</p>
<p>R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>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.</p>	<p>We will compare and contrast two or more version of the same story written by different authors.</p> <p>We will compare and contrast two or more versions of the same story from different cultures.</p>		<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Culture</li> <li>• Difference (different)</li> <li>• Similarity (similar)</li> <li>• Version</li> </ul>		<p><a href="#">Lesson Plans-Little Red Riding Hood</a></p> <p>Response to Literature</p>

**DCSD Grade 2 ELA Curriculum Guide**

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R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.2.10 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.	We will read and comprehend grade-level literary texts.				

**DCSD Grade 2 ELA Curriculum Guide**

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**Writing**

<p>W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W.2.1 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>We will choose a topic that supports our thoughts and feelings.</p> <p>We will introduce a topic, state an opinion, and give reason to support the opinion.</p> <p>We will use linking words to connect our opinion and reasons.</p> <p>We will write a closing sentence.</p>	<p>Opinion writing will be taught and first assessed during <b>Trimester Three</b>.</p>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Conclusion</li> <li>• Introduction</li> <li>• Linking words: transitions (<i>not</i> linking verbs)</li> <li>• Opinion</li> <li>• Support</li> <li>• Topic</li> </ul>	<p><i>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>L.2.1a Use collective nouns (<i>group</i>).</p> <p>L.2.1c Use reflexive pronouns (<i>myself, ourselves</i>).</p> <p>L.2.1f 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>).</p> <p><i>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage/badge; boy/boil</i>)</p> <p><i>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</i></p> <p>L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p><a href="#">Three-Voice Important book Passages</a></p> <p><a href="#">DCSD Spelling Continuum</a></p> <p>Write From the Beginning</p>
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**DCSD Grade 2 ELA Curriculum Guide**

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<p>W.CCR.2 Write informative /explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.</p>	<p>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.</p>	<p>We will write clearly to inform/explain on a specific topic.</p> <p>We will introduce a specific topic, and inform/explain using facts and definitions.</p> <p>We will write a closing sentence.</p>	<p>Informative/ explanatory writing will be taught and first assessed in <b>Trimester 2.</b></p>	<ul style="list-style-type: none"> <li>• Category</li> <li>• Conclusion</li> <li>• Definitions</li> <li>• Explanatory text</li> <li>• Facts</li> <li>• Informative text</li> <li>• Introduction</li> <li>• Topic</li> </ul>	<p><i>L.2.1 Demonstrate command of the conventions of standard English grammar when writing or speaking.</i> L.2.1f 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>).</p> <p><i>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 2 reading and content</u>, choosing flexibly from an array of strategies.</i> L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy.</i>).</p>	<p>Write From the Beginning</p>



**DCSD Grade 2 ELA Curriculum Guide**

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<p>W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>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.</p>	<p>We will write a personal or imaginative narrative that includes a setting, character, and a short series of events.</p> <p>We will include details to describe actions, thoughts and feelings.</p> <p>We will use time order transitions to signal the order of events.</p> <p>We will include a closing sentence that shows some type of observation, opinion, reaction or feeling.</p>	<p>Narrative will be taught and first assessed during <b>Trimester One.</b></p>	<ul style="list-style-type: none"> <li>• Closure</li> <li>• Details</li> <li>• Event</li> <li>• Narrative</li> <li>• Sequence of events</li> <li>• Temporal words</li> </ul>	<p>L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g. <i>sat, hid, told</i>).</p> <p>L.2.1f 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>).</p> <p>L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p><a href="#">Transition Words</a></p> <p>Write From the Beginning</p>

**DCSD Grade 2 ELA Curriculum Guide**

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<p>W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>		<p>On-going throughout the year.  WFTB-Oral rehearsal</p>	<ul style="list-style-type: none"> <li>• Descriptive language</li> <li>• Edit</li> <li>• English conventions</li> <li>• Grammar</li> <li>• Proofreading</li> <li>• Publishing</li> <li>• Revise</li> <li>• Syntax</li> <li>• topic</li> </ul>	<p>L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>L.2.1f 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>).</p> <p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p><a href="#">Ten Tips for Teaching Conventions- Donald Graves</a></p> <p><a href="#">Whole Group Revision Lesson</a></p> <p><a href="#">Peer Editing Lesson</a></p>

**DCSD Grade 2 ELA Curriculum Guide**

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W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	We will conference with peers and/or adults to publish writing on the computer.	On-going throughout the year.	<ul style="list-style-type: none"> <li>• Audio</li> <li>• Digital</li> <li>• Digital tools (e.g., digital photography clip art, blogging, Internet, texting, multimedia movies, word processing, etc.)</li> <li>• Edit</li> <li>• Multi-media</li> <li>• Peer collaboration</li> <li>• publish</li> </ul>	<p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><a href="#">DVD/CD Cover Creator</a></p> <p><a href="#">On-line Student Book Reviews</a></p>
W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.2.7 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).	We will do research with our peers/class and write a partner/team/class report.	On-going throughout the year.	<ul style="list-style-type: none"> <li>• analyze</li> <li>• credible</li> <li>• experiments</li> <li>• investigations</li> <li>• observations</li> <li>• project</li> <li>• publish</li> <li>• record</li> <li>• relevant</li> <li>• research</li> <li>• resources</li> <li>• scientific observations</li> <li>• sources</li> <li>• topic</li> </ul>	<p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	Write From the Beginning-Expository

**DCSD Grade 2 ELA Curriculum Guide**

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W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	We will remember information from an experience to answer a question(s).  We will read about a topic to answer a question(s).	.	<ul style="list-style-type: none"> <li>• experiences</li> <li>• gather</li> <li>• recall</li> <li>• relevant</li> <li>• sources</li> </ul>	<p>L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g. <i>sat, hid, told</i>).</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3a Compare formal and informal uses of English.</p>	<p><a href="#">Think-Pair-Share</a></p> <p>Write From the Beginning-Expository/Informational Writing</p>

## Glossary of Writing Terms

**academic language**—vocabulary and phrasing used in textbooks, in classrooms, and on tests; a way of saying or writing something using different words and structure from everyday spoken English

**alternate claim**—different view of an issue or topic; ideas or opinions that differ

**ambiguous**—something that is unclear, confusing, or can be understood in more than one way

**analyze**—to examine carefully and in detail to identify causes, key factors, possible results, etc.; to study something closely

**argumentative writing**— a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid; using persuasive strategies to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem

**appeals to emotion**—manipulating the emotions, rather than the reason or logic, of an audience in order to convince readers of a point of view or a course of action

**audience awareness**—the degree to which the writer understands the intended readers of the work, and their particular characteristics and needs

**audience**—the intended readers of a particular piece of writing

**balance**—the arrangement of words, phrases, or ideas so that two or more concepts or sections are given equal emphasis

**citation**—reference to a published or unpublished source with name, date, and/or page; to mention something as an example, especially one that supports, proves, or explains an idea or situation; to give the exact words or ideas of something that has been written; direct quotation, summarizing, paraphrasing, mentioning the source briefly, or using the ideas from a source

**claim**—saying that something is true; the main idea or thesis statement in argumentative writing and is supported by evidence

**closure**—when an event or problem is brought to an end, or the feeling that something has been completely dealt with; a feeling that something is finished

**cohesion**—when the ideas or parts of a written piece are connected in a reasonable way and form a united whole

**completeness**—a sense that all parts, details, facts, etc. are included and nothing is missing; brought to an end

**conclusion**—the end portion of an essay where the writer supplies a good sense of closure; a creative re-statement of the thesis statement, controlling idea, or theme; a brief review of the main points of the essay

**content**—the subject or topic covered in a piece of writing (also see ideas)

**controlling idea**—the main idea or thesis that a writer develops, expressing a definite opinion or attitude about a topic

**context**— the situation, events, or information that are related to something and help you to understand it; the social or cultural situation in which a written message occurs

**conventions**—the agreed upon ways to use punctuation, spelling, grammar, and other things that make writing consistent and easy to read

**counter claim**—the opposite view of an issue or topic; a contradicting idea or opinion

**credible sources**—relevant journals, books, articles, websites, newspapers, and other places of information that are reliable and trustworthy

**detail**—a single feature, fact, or piece of information about something

**development**—the specific details, examples, anecdotes, etc. that are added to a paragraph or essay to develop its main idea(s), reveal the writer's depth of understanding, and offer insight to readers; common patterns of development include narration, description, definition, example, division, classification, comparison and contrast, analogy, cause and effect, and process

**dialogue**—written conversation between two or more persons; an exchange of ideas and opinions

**domain-specific vocabulary**—words and phrases specific to a particular field of study, such as the human body

**drift in focus**—moving away from the purpose or intent; to deviate or vary from the original statement of purpose

**edit**—to improve the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience

**elaborative techniques**—using sensory details, facts and statistics, incidents, specific examples, quotations, and charts or graphs to prove the argument and make your writing more interesting

**engages reader**—attracting and keeping the attention of the audience; the audience is likely to think the writing is interesting; the audience becomes involved in order to better understand

**even development**—depth and balance in the exploration or examination of the topic (i.e., even development from beginning to middle to end, or even development between main idea and supporting details, or even development between supporting ideas with examples and details)

**evidence**—facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; anything that makes you believe something is true

**extraneous ideas**—something that does not belong or is not proper; not pertinent; irrelevant

**fact**—a piece of information that can be proven true

**figurative language**—language enriched by word images and figures of speech

**flaw**—a mistake or a weakness that makes something imperfect

**focus**—relationship of supporting details to the main idea(s), theme, or unifying point

**formatting**—the aspects of the physical appearance of written work (i.e., font size, titles, headings, subheadings, citations)

**formal style**—objective and precise language used in scholarly books and articles, technical reports, and research papers

**ideas**—the interesting, important, and informative details the writer includes; the main message, the content of the piece, and the main theme, together with all the supporting details; the unusual, the unique, and the bits and pieces that a writer includes

**imagery**—the use of language to create sensory impressions

**informative/explanatory writing**—writing that conveys information accurately; this kind of writing serves to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept

**insight**—the capacity to discern the true nature of a situation; a grasping of the inward or hidden nature of things or of perceiving in an intuitive manner

**integrated**—combining, organizing, or structuring many ideas or parts that work well together

**introduction**—the beginning portion of an essay where the writer captures the readers' attention, provides background information about the topic, motivates readers to continue reading and, for more formal essays, contains the thesis statement

**irrelevant**—something that is not useful or not connected to the topic

**logical progression**—when the reader can follow the writer's ideas; ordering paragraphs so that there is a meaningful beginning, bridging one paragraph or idea to the next, and ending with a sense of closure

**main idea (controlling idea)**—the primary topic of a passage, whether explicitly expressed or implied

**mode**—types of writing generally centered on the writer's purpose, including opinion/argument, informative/descriptive, and narrative in the Common Core Standards

**narrative techniques**—procedures or methods an author uses to convey an experience (i.e., pacing, description, reflection, narration, dialogue, point of view, foreshadow, flashback)

**narrative writing**—conveys experience, either real or imaginary, and uses time as its deep structure; can be used for many purposes (to inform, instruct, persuade, or entertain)

**obscure meaning**—to make it difficult to know or understand; to prevent something from being understood clearly

**opening**—the beginning or first part (also see introduction)

**opinion writing**—a developing form of argument where the writer expresses ideas or states what is believed about a subject; providing examples, offering reasons, and explaining cause and effect to extend a belief, attitude, or judgment

**opposing claim**—the other side of an issue or topic; ideas or opinions that are completely different

**organizational structure**—a writing pattern that connects ideas, including comparison-contrast, deductive logic, point-by-point analysis, development of a central theme, chronological history of an event, or any of a dozen other identifiable patterns

**organization**—the way the writer moves from one idea to the next; information is given to the reader in the right amount and at the right time so that the reader does not lose interest

**orients reader**—introduce the subject to the audience

**pacing**—the rate at which main ideas and development are presented in a piece of writing

**paraphrase**—expressing what others have said or written in a different way; a restatement or rewording

**persuasive strategies/techniques**—writing methods that appeal to a reader's emotions, ethics, or logics

**plagiarism**—to steal the ideas and words of another and pass them off as his/her own; using another person's words, ideas, or work as his/her own; an idea, phrase, or story that has been copied from another person's work without stating the source

**plot**—events that make up a story

**precise language**—using the right wording; avoiding too many words or unnecessary figurative language

**purpose**—the reason or reasons a person writes something (to express, to describe, to explore/learn, to entertain, to inform, to explain, to argue, to persuade, to evaluate, to problem solve, or to mediate)

**quotation**—a sentence or phrase from a book, speech, etc. that is repeated in a piece of writing; to repeat exactly what someone else has said or written

**reasoning**—a process of thinking carefully about something in order to make a judgment; the explanation for why a claim is made; the links between evidence and claim

**reasons**—the cause or explanation for something that happens; why someone decides to do something

**relevant**—directly relating to the subject

**response**—writing that is stimulated by a question, task, or prompt

**sensory detail**—specific details relative to sight, sound, smell, touch, and taste working together in harmony to create concrete images and strengthen writing

**sentence formation**—one of five basic patterns around which most English sentences are built (Subject-Verb, Subject-Verb-Object, Subject-Verb-Adjective, Subject-Verb-Adverb, Subject-Verb-Noun)

**sequencing**—the arrangement or ordering of ideas and content in a piece of writing, including chronological, hierarchical, developmental, easy to difficult, part to whole, simple to complex, thematic, and whole to part



**stance**—the attitude on a particular matter; point of view

**source**—a person, book, or document used largely for information, as in research

**structure**—the organization of ideas and content within a piece of writing at the sentence, paragraph, or essay level

**support**—the quality of details and examples either illustrating, explaining, or defending the central theme, idea, or thesis statement

**sustained**—keeping the controlling or main idea, theme, or focus going throughout the writing; not interrupting or weakening

**syntactic variety**—having different types of sentences

**syntax**—the rules of grammar which control the ways words are arranged to form sentences or phrases

**thesis statement**—a statement that clearly delineates the argument or central idea that will be explored in a piece of writing (also see controlling idea)

**tone**—the author's attitude toward a topic as reflected in his or her writing

**topic**—the subject matter with which a writer is working in a particular piece of writing

**transitional strategies**—methods of connecting sentences, paragraphs, and ideas; words, phrases, clauses, or full sentences that signal relationships; cues that help the reader see the logic of how ideas fit together

**transitions**—words, terms, phrases, and sentence variations used to arrange and signal movement of ideas (i.e., next, and then, in the end, another reason, after that we went, on the other hand)

**uneven**—not regular or constant; not uniform or varying in number or quality

**unity**—combining or ordering parts of writing so that it has an undivided effect; singleness of effect or symmetry and consistency of style

**usage**—the way words are used in a language (see also syntax)

**word choice**—the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader; to use everyday words well