Oct. Gr. 2 Letter Writing

Content Area: **English**
Course(s):
Time Period: **October**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Text Type: Opinion/Argument
Letters have been written for about as long as humans have been able to communicate through writing. Besides actual face-to-face conversation, for a long time letters were the only way to establish and maintain relationships with those who were not immediately available. Reading letters helps us learn about how lives were lived and what people believed and knew in the past. Today writers—any writers—are able to share their thoughts through emails, text messages, and posts on the Internet that reach a wider audience than a letter to a friend or even a small group of friends. And writers are able to reply instantly, keeping up a correspondence over days and changing topics. Letters can have a multitude of purposes. They can be informal when written between friends or formal when written for business purposes. They can be requests for information, offer complaints or praise, or share opinions (e.g., when sent to editors of newspapers or magazines). More formal letters can be meant to persuade a reader to action or to request the cessation of action. The need for humans to communicate has not gone away even as technology has changed modern life. As a genre, it's likely the letter itself—in all its many forms—will be with us for a long time.

Enduring Understandings

Writers have long used letter writing to communicate with others in a meaningful way.

Letter writers follow the conventional rules governing formal and informal letter formats.

Essential Questions

How can you use letter writing to communicate to another person?

How do you write an effective letter?

What conventions and formats do letter writers use?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons
Day 1:
Let's Talk About Letters and the Power of Persuasion
uses all of the mentor texts from the unit, particularly I Wanna New Room by Karen Kaufman Orloff.
Rationale: Preview all the books in the unit set and talk about the purposes for writing letters. Students will examine I Wanna New Room by Karen Kaufman Orloff to focus on persuasive letters.
Common Core State Standards: W.2.1, W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 2:
Informal, Fun, and Friendly Letters
uses Around the World: Who's Been Here? by Lindsay Barrett George.
Rationale: Use Around the World: Who's Been Here? by Lindsay Barrett George to continue to name features and purposes of informal letters. Students will understand that letters can be friendly, visual, and informative.
Common Core State Standards: W.2.1, W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 3:
Letters – Intention and Voice Matter
uses Plantzilla by Jerdine Nolen.
Rationale: Use Plantzilla by Jerdine Nolen to introduce the features of formal letters. Students will notice and name features of formal letters in order to compare and contrast formal and informal letters.
Common Core State Standards: W.2.1, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 4:
Epistolary Writing – Letters That Tell a Story
uses The Gardener by Sarah Stewart and Dear Peter Rabbit by Alma Flor Ada.
Rationale: Use The Gardener by Sarah Stewart to examine how a collection of letters put together tells a specific story. Students will analyze a collection of letters and learn how letters can create a time line of events in a person's life.
Common Core State Standards: W.2.1, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 5:
Purposes and Features of Letters
uses A Letter From Phoenix Farm by Jane Yolen.
Rationale: Use A Letter From Phoenix Farm by Jane Yolen to get students excited about the power and

purpose of
writing and receiving letters. Students will participate in collaborative discussions about the specific features of
Jane Yolen's letters to prepare to write their own.
Common Core State Standards: W.2.1, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.4, L.2.5, L.2.6

Mini-Lessons
Generating Ideas I: Write to a School Friend
uses First Year Letters by Julie Danneberg.
Rationale: Students will examine how writers use letters to share experiences and express feelings. Students will
connect to the emotional impact of letters in maintaining friendships and consider which people in their lives they
would like to write to.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.6

Generating Ideas II: Write to an Author
uses Dear Mr. Henshaw by Beverly Cleary.
Rationale: Letter writers often write to their favorite authors to ask questions and share information. Students will
list their favorite authors and brainstorm ideas to include in a letter.
Common Core State Standards: W.2.1, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.6

Generating Ideas III: Questions in Correspondence
uses Yours Truly, Goldilocks by Alma Flor Ada and I Wanna New Room by Karen Kaufman Orloff.
Rationale: Writers use letters as a way to seek information, to make readers think, and to get a response. Students
will examine how letter writers use questions and will generate ideas for using questions in their own letters.
Common Core State Standards: W.2.1, W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1,
L.2.2, L.2.4, L.2.5, L.2.6

Generating Ideas IV: Write Your Reasons Because . . .
uses Plantzilla by Jerdine Nolen.
Rationale: Letter writers develop their letters by providing reasons or examples for their thoughts and opinions.
Students will write letters thinking about something they want and why they want it and will give reasons to support
their opinions using the linking words "because," "and," and "also."
Common Core State Standards: W.2.1, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,

L.2.4, L.2.6

Selecting: To Whom It May Concern
uses I Wanna New Room by Karen Kaufman Orloff.
Rationale: Letter writers always choose an addressee and purpose before writing. Students will select a focus for
their letter writing as they consider their purpose and audience.
Common Core State Standards: W.2.1, W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1,
L.2.2, L.2.4, L.2.5, L.2.6

Collecting I: Researching and Organizing Author Facts, Opinions, and Questions
uses A Letter From Phoenix Farm by Jane Yolen, Plantzilla by Jerdine Nolen, and Around the World: Who's Been
Here? by Lindsay Barrett George.
Rationale: Letter writers know that if they are writing to a specific person, they need to collect ideas for that letter:
questions, comments, etc. Students will collect information and formulate content in preparation for drafting a letter
to an author.
Common Core State Standards: W.2.1, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.6

Collecting II: Persuasive Letters: Make It Convincing
uses I Wanna New Room by Karen Kaufman Orloff and Dear Mrs. LaRue: Letters from Obedience School by Mark
Teague.
Rationale: Letter writers know that what they say in a letter is very important. Students will consider the kinds of
details, reasons, and examples they will include to make their letters interesting and convincing.
Common Core State Standards: W.2.1, W.2.2, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Collecting III: Creating a Correspondence (Optional)
uses Dear Peter Rabbit by Alma Flor Ada, Yours Truly, Goldilocks by Alma Flor Ada, and The Gardener by Sarah
Stewart.
Rationale: Writers sometimes create a correspondence between two characters to tell a story, but they know they
must do some preparatory work for such an undertaking. Students will collect information on their two characters to
prepare to write letters between them.
Common Core State Standards: W.2.1, W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1,
L.2.2, L.2.4, L.2.5, L.2.6

Collecting IV: Tell a Story in Correspondence (Optional)
uses Dear Peter Rabbit by Alma Flor Ada and Yours Truly, Goldilocks by Alma Flor Ada.
Rationale: When writers create a correspondence between two characters, they need to collect ideas so they can
tell a great story. Students will begin to collect interesting ideas for their own characters to write about—a story
they can tell.
Common Core State Standards: W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.6

Drafting I: Opening Your Letter
uses various unit text selections.
Rationale: Letter writers follow a certain format and structure their ideas to best suit their readers and intended purposes. Students will consider various letter openings from the unit books and then draft introductions to their
own letters.
Common Core State Standards: W.2.2, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2,
L.2.4, L.2.5, L.2.6

Drafting II: The Body of a Letter
uses Around the World: Who's Been Here? by Lindsay Barrett George and students' drafts.
Rationale: The body of a letter is where writers convey information, provide reasons that support their opinion, and
pursue their purposes. Students will utilize strategies that the unit authors use to develop their own letter body drafts.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Drafting III: The Feet of a Letter (Conclusion)
uses Dear Mr. Henshaw by Beverly Cleary, Yours Truly, Goldilocks by Alma Flor Ada, Dear Mrs. LaRue: Letters from
Obedience School by Mark Teague, and students' drafts.
Rationale: Writers end their letters in accordance with certain conventions while still maintaining their own unique
voices. Students will examine the creative ways unit writers conclude their letters and emulate these strategies in
their own conclusions.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Revising I: Look Through Your Readers' Eyes
uses A Letter From Phoenix Farm by Jane Yolen and students' drafts.
Rationale: Writers regularly revise their work by rewriting and adding important details to enhance the overall

effectiveness of a piece. Students will add descriptive details and examples to make their writing more engaging
and effective.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Revising II: Connecting Ideas: Linking and Transition Words
uses Dear Mrs. LaRue: Letters from Obedience School by Mark Teague and students' drafts.
Rationale: When writing letters, it is helpful to include words that connect ideas or reasons, making the writing easier to follow. Students will use transition or linking words to connect an opinion with reasons.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Revising III: P.S. – Add a Postscript
uses Dear Mrs. LaRue: Letters from Obedience School by Mark Teague.
Rationale: Writers often include a postscript to provide additional, last-minute news or to remind readers of an important point in a letter. Students will consider how and why writers use postscripts in letters and then add one to
their own drafts.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.6

Editing I: Letter Format Check
uses favorite letters from the unit text collection and students' drafts.
Rationale: Letter writers follow the conventional rules governing formal and informal letter formats. Students will
edit their letter drafts to ensure they have correctly formatted their final pieces.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.6

Editing II: Edit for Letter-Perfect Punctuation
uses sample letters to community members, favorite letters from the unit text collection, and students' drafts.
Rationale: Letter writers follow the correct usage for punctuation in letters and know it's important to edit for the
right punctuation. Students will edit their drafts to ensure correct punctuation.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6,
L.2.1, L.2.2, L.2.6

Publishing I: Post Some Pictures
uses Around the World: Who's Been Here? by Lindsay Barrett George.

Rationale: Letter writers often choose to include drawings, photographs, and other mementos to personalize and
enhance their pieces. Students will consider the ways that visual elements add to the impact of the letters in the unit books and ways to include illustrations in their own letters.
Common Core State Standards: W.2.2, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.6

Publishing II: A Final Look at Your Letter
uses First Year Letters by Julie Danneberg and students' completed letters.
Rationale: Letter writers make final style and form decisions before sending their letters. Students will identify different letter writers' styles and format choices and will connect those decisions to the ones they must make when
readying their final letters for sending or sharing.
Common Core State Standards: W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8, SL.2.1, SL.2.2, SL.2.3, SL.2.4,
SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.6

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
9.4.2.CI	Creativity and Innovation
	Brainstorming can create new, innovative ideas.
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT	Critical Thinking and Problem-solving
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.

	An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
9.4.2.DC.5	Explain what a digital footprint is and how it is created.
	Digital communities allow for social interactions that can result in positive or negative outcomes.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Technology and Design Integration

Students will interact with Smartboards, Ipads, Chromebooks and document camera.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

Through the mentor texts, and personal choice text, students will make interdisciplinary connections during the writing process.

SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP modifications will be followed

RTI support in writing

conferencing,

re-teaching mini-lessons

extended writing time/opportunities

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA and Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher conferences

worksheets

Anecdotal records

Student drafts

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Student Self-Reflection
uses a self-reflection questionnaire.
Rationale: Students need to reflect on their hard work as letter writers to understand their growth through this unit
and to continue developing their sense of themselves as writers.

Additional asssessments in the unit

Teacher made assessments

Instructional Materials

Schoolwide, Inc. "Letter Writing" teacher instructional unit

Mentor Texts
Around the World: Who's
Been Here?
by Lindsay Barrett George
Dear Mr. Henshaw

by Beverly Cleary
Dear Mrs. LaRue: Letters from Obedience School
by Mark Teague
Dear Peter Rabbit
by Alma Flor Ada
First Year Letters
by Julie Danneberg
The Gardener
by Sarah Stewart
I Wanna New Room
by Karen Kaufman Orloff
A Letter From Phoenix Farm
by Jane Yolen
Plantzilla
by Jerdine Nolen
Yours Truly, Goldilocks
by Alma Flor Ada

Leveled texts to be used as additional resources to differentiate instruction

leveled resources for research into topics of interest

Links and videos (Schoolwide and teacher chosen)

Smartboard applications

document camera

Standards

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).

CCSS.ELA-Literacy.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.2.1.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).
CCSS.ELA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
CCSS.ELA-Literacy.SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CCSS.ELA-Literacy.SL.2.5	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.
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCSS.ELA-Literacy.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.2.1.a	Use collective nouns (e.g., group).
CCSS.ELA-Literacy.L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CCSS.ELA-Literacy.L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).
CCSS.ELA-Literacy.L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
CCSS.ELA-Literacy.L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
CCSS.ELA-Literacy.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.2.2.a	Capitalize holidays, product names, and geographic names.
CCSS.ELA-Literacy.L.2.2.b	Use commas in greetings and closings of letters.
CCSS.ELA-Literacy.L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.
CCSS.ELA-Literacy.L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
CCSS.ELA-Literacy.L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCSS.ELA-Literacy.L.2.4	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.
CCSS.ELA-Literacy.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

CCSS.ELA-Literacy.L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CCSS.ELA-Literacy.L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CCSS.ELA-Literacy.L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
CCSS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.L.2.5.a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
CCSS.ELA-Literacy.L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CCSS.ELA-Literacy.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., When other kids are happy that makes me happy).