Jan. WRITING: Gail Gibbons Author Study

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

Unit Overview

Text Type: Informational/Explanatory
Gail Gibbons is a wonderful writing mentor for second grade writers. Gibbons writes nonfiction, which is arguably the genre that students will encounter the most not only in their educational careers but also in their vocational careers. Her books, of which she has written over one hundred, center on her inquisitive nature, or her desire to know "why?" This natural inquisitiveness is something students will readily recognize in themselves. Her books portray the beauty and workings of the ordinary and familiar using pictures, charts, and words. Her interpretation of the world and the things in it includes brightly colored pictures and lots of explanation. Charts, graphs, and other supplemental illustrations draw young readers and writers into her books. They appeal to both young and more advanced readers because they contain a mixture of text and picture support, and they are typically an introduction to a specific topic. Students will connect easily to Gibbons's choice of topics represented in this unit: submerged ships, planet Earth, building a house, honeybees, recycling, caves, and rain forests. She will help students discover that the world around them is full of opportunities to explore, question, ponder, and investigate. Gibbons shows us that writing in order to think, question, and learn is something we should do every day.

Enduring Understandings

Studying Gail Gibbons body of work can help students discover how to explore, question, ponder and investigate and write about the world around them

Essential Questions

What can we learn from Gail Gibbon's writing that we can use in our own writing to discover the world around us?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons
Day 1:
Introduction to Gail Gibbons
uses all of the mentor texts from the unit, particularly Bats.

Rationale: Preview the unit books by studying the covers and discussing what topics Gail Gibbons writes about. Read Bats, thinking aloud and engaging students in collaborative conversations about the key details and informative writing and illustration techniques Gibbons uses.
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:
Recycle!
uses Recycle!
Rationale: Gibbons loves her topics and is passionate about them. Students will continue to question, notice, and discuss Gibbons's writing and illustration techniques, as well as key details in the text that show her passion for the topics she writes about.
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:
Sun Up, Sun Down
uses Sun Up, Sun Down.
Rationale: Gail Gibbons is curious and often wonders about her world. Students will examine how Gibbons asks questions about topics she writes about and how she finds her answers by using both primary and secondary research.
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.2.5, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 4:
How a House Is Built
uses How a House Is Built.
Rationale: Gibbons writes and illustrates what she observes and how she researches her topics. Students will pay close attention to the many nonfiction features that she uses in her books to make her topics easier for readers to understand and follow.
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.2.5, SL.2.6, L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Day 5:
Nature's Green Umbrella
uses Nature's Green Umbrella.
Rationale: Gail Gibbons crafts her writing so it is both informative and engaging. Students will examine the language and craft Gibbons uses to make her books interesting for her readers. They will pay close attention to the
introduction, descriptions, and conclusion.
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.2.5, SL.2.6, L.2.1,

L.2.2, L.2.4, L.2.5, L.2.6

Mini-Lessons
Generating Ideas I: Finding the "How" in What You See Every Day
uses How a House Is Built.
Rationale: When nonfiction writer Gail Gibbons writes about everyday objects, she specifically focuses on the "how" of those everyday objects. Students will wonder and write about topics they are curious about.
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.2.6

Generating Ideas II: What Excites Me?
uses Bats.
Rationale: When Gail Gibbons is fascinated by a subject, she learns everything she can about it by asking questions and thinking about it. Students will think about subjects in their world that are very interesting to them—
topics in which they can become immersed.
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.2.6

Generating Ideas III: Informative and Fun
uses My Baseball Book.
Rationale: Gail Gibbons writes about activities that interest her and others. Students will think about activities in
their world that they enjoy and could teach others about.
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.2.5, SL.2.6,
L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Selecting: Which Idea Interests Me the Most?
uses students' Writers' Notebooks.
Rationale: Gail Gibbons says students should write about what they find exciting and interesting in their lives, or
something they're really curious about. Students will choose a meaningful topic from their notebooks that they are
passionate about and want to spend more time working on.
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.2.6, L.2.1,
L.2.2, L.2.6

Collecting I: Collecting Like Gail Gibbons
uses several mentor texts.
Rationale: Gail Gibbons's collecting process involves reading, talking to people, observing, making visits, and making observational drawings. Students will learn about each of the elements of her collecting process so they
can use some of her research strategies.

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

Collecting II: Collecting Like Gail Gibbons – Reading!
uses Planet Earth/Inside Out.
Rationale: Gail Gibbons reads to get additional information about her topics as one of the first steps in her collecting process. Students will begin reading a number of books and a variety of digital sources on a single topic
to build their knowledge base, which will help them produce their informational writing.
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

Collecting III: Collecting Like Gail Gibbons – Talking & Interviewing
uses Sunken Treasure.
Rationale: Gail Gibbons talks with and interviews people as part of her collecting process. Students will think about
whom they can talk to and what they would like to ask.
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.2.6, L.2.1,
L.2.2, L.2.4, L.2.6

Collecting IV: Collecting Like Gail Gibbons – Observational Drawings
uses How a House Is Built and My Baseball Book.
Rationale: Gail Gibbons uses observational illustrations to complement her texts. Students will consider observational sketches as a way to enhance their texts.
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

Collecting V: I Have Lots of Notes!
uses students' notes.
Rationale: After following Gail Gibbons's collecting process, students will have a lot of notes and information.
Students will go through their notes and select what they will include in their drafts.
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.2.6, L.2.1,
L.2.2, L.2.6

Drafting I: Organizing My Draft
uses Zoo, How a House Is Built, Bats, and students' drafts.
Rationale: Gail Gibbons uses different structures, or methods for organizing information, in her books. Students will
examine structures in Gibbons's work and think about their applications to their own work.
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.2.5, SL.2.6,

L.2.1, L.2.2, L.2.4, L.2.5, L.2.6

Drafting II: How Will It Look?
uses My Baseball Book; Sun Up, Sun Down; Nature's Green Umbrella; Planet Earth/Inside Out; and students' drafts.
Rationale: Gail Gibbons uses illustrations in different ways to give readers additional information; she thinks about
how the text will look. Students will sketch out where their illustrations will be in relation to their text.
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.2.5, SL.2.6, L.2.1,
L.2.2, L.2.6

Drafting III: Drafting Extras
uses Caves and Caverns and students' drafts.
Rationale: Gail Gibbons includes a lot of extras (added information in the back, labels, diagrams, and charts) in her
work. Students will draft the "extras" they want to include in their writing, paying particular attention to the extra
information or sections that conclude Gibbons's books.
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.2.5, SL.2.6, L.2.1,
L.2.2, L.2.4, L.2.5, L.2.6

Revising I: Crafting an Engaging Introduction
uses Sun Up, Sun Down; Nature's Green Umbrella; Recycle!; and students' drafts.
Rationale: Gail Gibbons's books start in a variety of ways. Some of her books start with a question, action, or the
setting. Students will work on creating an engaging introduction for their nonfiction pieces, pulling their readers in
from the very beginning.
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: Talking to Your Readers
uses Sunken Treasure; Sun Up, Sun Down; and students' drafts.
Rationale: Gail Gibbons "talks" to her readers using her writing "voice." Students will examine their drafts and think
about how they can insert their own voice into their 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

Revising III: Becoming Reader-Friendly
uses Sun Up, Sun Down and students' drafts.
Rationale: Gail Gibbons says she does not write "down" to readers but uses her illustrations to complement her

text so readers can understand. Students will look for places in their writing that might need revision, either textually
or visually, so that it is reader-friendly.
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.2.5, SL.2.6, L.2.1,
L.2.2, L.2.4, L.2.5, L.2.6

Editing I: Purposeful Punctuation
uses Recycle! and students' drafts.
Rationale: Gibbons purposefully uses periods, question marks, and exclamation points in her writing. Students will
edit their work, making sure they have corrected all ending punctuation marks.
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.2.6

Editing II: Peer Editing for Precision!
uses students' drafts.
Rationale: In addition to editing for ending punctuation, writers like Gail Gibbons also edit for spelling, grammar,
and other issues for clarity. Oftentimes, authors like Gibbons have someone else read their writing for editing purposes. Students will engage in peer editing in order to proofread their writing and complete an editing checklist.
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.2.5, SL.2.6, L.2.1,
L.2.2, L.2.4, L.2.6

Publishing: Adding Dedications & Acknowledgements
uses Planet Earth/Inside Out, How a House Is Built, and students' final pieces.
Rationale: Gail Gibbons often acknowledges her sources and dedicates her books to someone special or a special
group of people. Students will compose "Acknowledgments" and "Dedication" pages as their final step.
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.2.5, 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).
	There are benefits and drawbacks to being an entrepreneur.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.2	Explain the importance of respecting digital content of others.
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).

Technology and Design Integration

Students will interact with Smartboard, 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.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
	Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.

Interdisciplinary Connections

As a non-fiction author, Gail Gibbon's work has frequent connections to science and social studies.

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

SCI.K-2.5.3.2	All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.
SCI.K-2.5.3.2.C	All animals and most plants depend on both other organisms and their environment to meet their basic needs.
SCI.K-2.5.3.2.C.1	Describe the ways in which organisms interact with each other and their habitats in order to meet basic needs.
SCI.K-2.5.3.2.C.3	Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
SCI.K-2.5.3.2.C.c	Humans can change natural habitats in ways that can be helpful or harmful for the plants

	and animals that live there.
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.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

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: Writers reflect on their work to learn and grow as authors. A self-assessment questionnaire is an excellent tool for helping students understand and verbalize how they have grown over the course of the unit.

Assessments from the Schoolwide unit.

Teacher made assessments

Final writing pieces

Instructional Materials

Schoolwide, Inc. "Gail Gibbons Author Study" teacher instructional unit

Mentor Texts
Bats
Caves and Caverns
How a House Is Built
My Baseball Book
Nature's Green Umbrella
Planet Earth/Inside Out
Recycle!
Sunken Treasure
Sun Up, Sun Down
Zoo

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).