2018 - 2019

Grade 2

LANGUAGE ARTS Curriculum Map

Volusia County Schools

Language Arts Florida Standards
According to the K-12 Reading Plan, elementary schools must offer daily instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. Organization of the instructional blocks below should be based on classroom needs.

**90 Minute Uninterrupted Literacy Instruction**

Language Arts Florida Standards (LAFS) Strands: 
Reading Standards for Literature, 
Reading Standards for Informational Text, Writing Standards, Speaking & Listening

**Whole & Collaborative Group**
(Includes Content Area Literacy)
Explicit instruction in reading, writing, speaking and listening
(District Created ELA Modules)

**Small Group**
Differentiated instruction that addresses student needs and allows for frequent progress monitoring to measure student growth

**Differentiated Foundational Skills Instruction**

30 Minutes
SIPPS
Explicit Instruction in foundational skills based on initial placement and subsequent progress monitoring within the program (Walk-To Model)

**Writing**
30 Minutes
Explicit instruction in narrative, informative and opinion writing
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<th>Strands/Clusters</th>
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</table>
| **Strand:** Reading Foundational Skills  | Know and apply grade-level phonics and word analysis skills in decoding words.  
• Decode one-syllable words, whether they use a long or short vowel.  
• Decode words with common vowel teams.  
• Decode regularly spelled two-syllable words with long vowels.  
• Decode words with common prefixes and suffixes.  
• Decode words with inconsistent but common spelling-sound correspondences.  
• Decode grade-appropriate irregularly spelled words.  
**Academic Language:** decode, long vowels, short vowels, vowel team, syllable, prefix, suffix, spelling pattern, irregularly spelled words | LAFS.2.RF.3.3  
LAFS.2.RF.3.3a  
LAFS.2.RF.3.3b  
LAFS.2.RF.3.3c  
LAFS.2.RF.3.3d  
LAFS.2.RF.3.3e  
LAFS.2.RF.3.3f |
| **Cluster:** Phonics and Word Recognition | **Strand:** Reading Foundational Skills  | **Cluster:** Fluency  |
| Read with sufficient accuracy and fluency to support comprehension.  
• Read with sufficient accuracy and fluency to support comprehension, including reading with purpose and understanding and using appropriate accuracy, rate, and expression.  
• Self-correct when a word is initially mispronounced in an oral reading, rereading as necessary.  
**Academic Language:** fluency, accuracy, rate, voice, expression, context clues | LAFS.2.RF.4.4  
LAFS.2.RF.4.4a  
LAFS.2.RF.4.4b |
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<th>Strands/Clusters</th>
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| **Strand:** Reading Literary Text: **Cluster:** Key Ideas and Details | Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.  
**Students will:**  
- provide questions and/or answers that show understanding of key details in a text, including answers to such questions as *who, what, where, when, why,* and *how.*  
**Academic Language:** text, key details, literature, supporting details | LAFS.2.RL.1.1 |
| **Cluster:** Key Ideas and Details | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  
**Students will:**  
- provide a recounting of stories, including fables, folktales and folktales from diverse cultures.  
- provide an identification of the central message, lesson or moral in a text.  
**Academic Language:** recount, central message, moral, lesson, fables, folktales | LAFS.2.RL.1.2 |
| **Cluster:** Key Ideas and Details | Describe how characters in a story respond to major events and challenges.  
**Students will:**  
- provide a description of how characters in a story respond to major events.  
- provide a description of how characters in a story respond to challenges.  
**Academic Language:** character, events, challenges, major events | LAFS.2.RL.1.3 |
| **Strand:** Reading Informational Text | Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.  
**Students will:**  
- provide questions and answers to questions such as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.  
**Academic Language:** key details, informational text | LAFS.2.RI.1.1 |
| **Cluster:** Key Ideas and Details | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  
**Students will:**  
- provide an identification of the main topic of a multi-paragraph text.  
- provide an identification of the focus of specific paragraphs within a multi-paragraph text.  
**Academic Language:** main topic, main topic, focus, paragraph | LAFS.2.RI.1.2 |
| **Cluster:** Key Ideas and Details | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  
**Students will:**  
- provide a description of the connection between a series of historical events in a text.  
- provide a description of the connection between a series of scientific concepts or steps in technical procedures in a text.  
**Academic Language:** description, historical events, scientific ideas, concepts, connection, technical procedures, process | LAFS.2.RI.1.3 |
### Language Arts Florida Standards for Second Grade

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<th>Strands/Clusters</th>
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| **Strand:** Reading **Literary Text**  
**Cluster:** Craft and Structure | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  
**Students will:**  
- provide a description of how words and phrases supply rhythm and meaning in a story, poem, or song.  
**Academic Language:** words, phrases, beats, alliteration, rhymes, repeated lines, rhythm | LAFS.2.RL.2.4 |
| | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  
**Students will:**  
- provide a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action.  
**Academic Language:** story structure, character, setting, action, events, introduce | LAFS.2.RL.2.5 |
| | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  
**Students will:**  
- provide a statement about the differences in the points of view of characters.  
- speak in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters.  
**Academic Language:** point of view, characters, dialogue | LAFS.2.RL.2.6 |
| **Strand:** Reading **Informational Text**  
**Cluster:** Craft and Structure | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  
**Students will:**  
- demonstrate the ability to determine the meaning of words or phrases in a text relevant to grade 2 topic or subject area.  
**Academic Language:** words, phrases, topic | LAFS.2.RI.2.4 |
| | 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.  
**Students will:**  
- demonstrate knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.  
**Academic Language:** text features, caption, bold print, subheading, glossary, index, electronic menu, icon, facts | LAFS.2.RI.2.5 |
| | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  
**Students will:**  
- provide an identification of the main purpose of a text, including what the author wants to answer, explain, or describe.  
**Academic Language:** purpose, inform, explain, describe | LAFS.2.RI.2.6 |
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| Strand: Reading Literary Text: Cluster: Integration of Knowledge and Ideas | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  
**Students will:**  
- demonstrate understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text.  
**Academic Language:** illustrations, digital text, character, setting, event, plot  
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  
**Students will:**  
- provide a comparison and contrast of two or more versions of the same story written by different authors.  
- provide a comparison and contrast of two or more versions of the same story written from different cultures.  
**Academic Language:** compare, contrast, version, cultures | LAFS.2.RL.3.7 (LAFS.2.RL.3.9) |
| Strand: Reading Informational Text Cluster: Integration of Knowledge and Ideas | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  
**Students will:**  
- provide an explanation of how specific images contribute to and/or clarify a text.  
**Academic Language:** images, diagram, informational text, contribute  
Describe how an author uses reasons to support specific points in a text.  
**Students will:**  
- provide a description of how the reasons in a text support specific points made by the author.  
**Academic Language:** author, specific points, reasons  
Compare and contrast the most important points presented by two texts on the same topic.  
**Students will:**  
- provide similarities and differences for two texts on the same topic for the most important points presented in each text.  
**Academic Language:** compare, contrast, important points | LAFS.2.RI.3.7 (LAFS.2.RI.3.8 (LAFS.2.RI.3.9)) |
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<td>Strand: Reading Literary Text</td>
<td>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. <strong>Students will:</strong> 1. read and comprehend grade-level literary texts. <strong>Academic Language:</strong> literature, poetry</td>
<td>LAFS.2.RL.4.10</td>
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<tr>
<td>Cluster: Range of Reading and Level of Text Complexity</td>
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<tr>
<td>Strand: Reading Informational Text</td>
<td>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <strong>Students will:</strong> 1. read and comprehend grade-level non-fiction texts. <strong>Academic Language:</strong> informational text, technical texts</td>
<td>LAFS.2.RI.4.10</td>
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<tr>
<td>Cluster: Range of Reading and Level of Text Complexity</td>
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<td><strong>Strand: Speaking and Listening</strong></td>
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<td><strong>Cluster: Comprehension and Collaboration</strong></td>
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<td>Participate in collaborative conversations with diverse partners about <em>grade 2 topics and texts</em> with peers and adults in small and larger groups.</td>
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<td>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).</td>
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<td>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</td>
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<td>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</td>
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<td><strong>Students will:</strong></td>
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<tr>
<td>• demonstrate the ability to participate in collaborative conversations with diverse partners on <em>grade 2 topics and texts</em> in both small and large groups.</td>
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<td>• demonstrate the ability to follow agreed upon rules for discussion.</td>
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<td>• demonstrate ability to build on others’ talk in conversations by linking their comments to the remarks of others.</td>
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<td>• demonstrate ability to ask for clarification and further explanation as needed about topics and texts discussed.</td>
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<td><strong>Academic Language:</strong> collaborative, conversations, rules for discussion, connections</td>
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<td>LAFS.2.SL.1.1</td>
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<td>LAFS.2.SL.1.1a</td>
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<td>LAFS.2.SL.1.1b</td>
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<td>LAFS.2.SL.1.1c</td>
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<td>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</td>
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<td><strong>Students will:</strong></td>
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<td>• demonstrate ability to recount or describe key ideas or details from text read aloud.</td>
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<td>• demonstrate ability to recount or describe key ideas or information presented orally or through other media.</td>
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<tr>
<td><strong>Academic Language:</strong> recount, describe, key ideas, details, orally, charts, graphs, websites, speeches, presentation</td>
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<td>LAFS.2.SL.1.2</td>
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<td>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.</td>
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<td>• demonstrate ability to 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.</td>
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<tr>
<td><strong>Academic Language:</strong> clarify, issue</td>
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<td>LAFS.2.SL.1.3</td>
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<td><strong>Strand:</strong> Speaking and Listening</td>
<td><strong>Cluster:</strong> Presentation of Knowledge and Ideas</td>
<td><strong>Students will:</strong> demonstrate ability to tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <strong>Academic Language:</strong> recount, experience, facts, descriptive details, relevant audibly, coherent.</td>
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<tr>
<td><strong>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</strong></td>
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<td><strong>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.</strong></td>
<td><strong>Students will:</strong> demonstrate ability to create audio recordings of stories or poems. demonstrate ability to add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. <strong>Academic Language:</strong> audio recordings, visual displays, recount.</td>
<td><strong>LAFS.2.SL.2.5</strong></td>
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<td><strong>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</strong></td>
<td><strong>Students will:</strong> demonstrate the ability to produce complete sentences appropriate to task and situation in order to provide requested details or clarifications. <strong>Academic Language:</strong> complete sentence.</td>
<td><strong>LAFS.2.SL.2.6</strong></td>
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| **Strand:** Language <br> **Cluster:** Conventions of Standard English | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  a. Demonstrate legible printing skills.  
  b. Use collective nouns (e.g., group).  
  c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  
  d. Use reflexive pronouns (e.g., myself, ourselves).  
  e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  
  f. Use adjectives and adverbs, and choose between them depending on what is to be modified.  
  g. 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.).  
  **Students will:**  
  • demonstrate all skills listed in the standard when speaking and writing.  
  **Academic Language:** grammar, collective nouns, irregular plural nouns, reflexive pronouns, irregular verbs, adjectives, adverbs, modified, simple sentence, compound sentence | LAFS.2.L.1.1  
  LAFS.2.L.1.1a  
  LAFS.2.L.1.1b  
  LAFS.2.L.1.1c  
  LAFS.2.L.1.1d  
  LAFS.2.L.1.1e  
  LAFS.2.L.1.1f |
| **Strand:** Language <br> **Cluster:** Conventions of Standard English | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Capitalize holidays, product names, and geographic names.  
  b. Use commas in greetings and closings of letters.  
  c. Use an apostrophe to form contractions and frequently occurring possessives.  
  d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).  
  **Students will:**  
  • demonstrate all conventions listed in the standard in written compositions.  
  **Academic Language:** capitalization, punctuation, geographic names, commas, greeting, closing of a letter, apostrophe, contraction, possessives, spelling patterns | LAFS.2.L.1.2  
  LAFS.2.L.1.2a  
  LAFS.2.L.1.2b  
  LAFS.2.L.1.2c  
  LAFS.2.L.1.2d |
| **Strand:** Language <br> **Cluster:** Knowledge of Language | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Compare formal and informal uses of English.  
  **Students will:**  
  • identify whether a person speaking is using formal or informal English.  
  • identify whether a person writing is using formal or informal English.  
  **Academic Language:** written language, spoken language, formal, informal | LAFS.2.L.2.3  
  LAFS.2.L.2.3a |
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| **Strand:** Language  | 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.  
   a. Use sentence-level context as a clue to the meaning of a word or phrase.  
   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).  
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  
   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  
**Students will:**  
   • demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase.  
   • demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word.  
   • demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root.  
   • demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words.  
   • demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries.  
**Academic Language:** multiple-meaning words and phrases, prefix, root word, compound words, glossary, dictionary, digital, context clue  
Demonstrate understanding of word relationships and nuances in word meanings.  
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  
**Students will:**  
   • provide a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use.  
   • provide a statement showing understanding of the shades of meaning among closely related verbs and adjectives.  
**Academic Language:** relationships, verbs, adjectives, connections, shades of meaning  
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.).  
**Students will:**  
   • provide a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used.  
**Academic Language:** conversations, adjectives, adverbs | LAFS.2.L.3.4 | LAFS.2.L.3.4a | LAFS.2.L.3.4b | LAFS.2.L.3.4c | LAFS.2.L.3.4d | LAFS.2.L.3.4e | LAFS.2.L.3.5 | LAFS.2.L.3.5a | LAFS.2.L.3.5b | LAFS.2.L.3.6 |
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| **Strand:** Writing  
**Cluster:** Text Types and Purposes | 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. **Students will:**  
- state an opinion in writing  
- include the topic of the book they are writing about when sharing an opinion in writing.  
- supply supportive reasons when sharing an opinion in writing.  
- use linking words to connect an opinion with reasons when sharing an opinion in writing.  
- provide a concluding statement or section when sharing an opinion in writing. **Academic Language:** opinion, linking words, reasons, concluding statement, introduction | LAFS.2.W.1.1 |
| | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Students will:**  
- introduce a topic in an informational or explanatory text.  
- use facts and definitions to develop points in an informational or explanatory text.  
- provide a concluding statement or section in an informational or explanatory text. **Academic Language:** informative, explanatory, topic, facts, definition, concluding statement or section | LAFS.2.W.1.2 |
| | 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. **Students will:**  
- recount a well-elaborated event in a narrative writing.  
- recount a short sequence of events in a narrative writing.  
- include details to describe actions, thoughts, and feelings in a narrative writing.  
- use temporal words to signal event order in a narrative writing.  
- provide a sense of closure when writing a narrative. **Academic Language:** narrative, recount, events, details, actions, closure, elaborated | LAFS.2.W.1.3 |
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<td><strong>Cluster:</strong> Production and Distribution</td>
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<td>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</td>
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<td><em>Students will:</em></td>
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<td>• provide writing that is focused on a topic.</td>
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<td>• strengthen writing as needed when revising and editing.</td>
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<td><em>Academic Language:</em> topic, revising, editing, draft, details, strengthen</td>
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<td>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
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<tr>
<td>• use a variety of digital tools to produce and publish writing.</td>
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<td>• collaborate with peers to produce and publish writing, using a variety of digital tools.</td>
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<td><em>Academic Language:</em> digital tools, produce, publish, collaboration</td>
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<td><strong>Strand:</strong> Writing</td>
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<td><strong>Cluster:</strong> Build Knowledge</td>
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<tr>
<td>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).</td>
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<tr>
<td><em>Students will:</em></td>
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<tr>
<td>• participate in shared research and writing projects.</td>
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<tr>
<td><em>Academic Language:</em> research, report, record, observations, topic</td>
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<tr>
<td>Recall information from experiences or gather information from provided sources to answer a question.</td>
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<tr>
<td><em>Students will:</em></td>
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<td>• recall information from experiences to answer a question in writing.</td>
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<td>• gather information from provided sources to answer a question in writing.</td>
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<tr>
<td><em>Academic Language:</em> recall information, experiences, sources, evidence</td>
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<td>LAFS.2.W.2.5</td>
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