ENGLISH/LANGU AGE ARTS CURRICULUM GUIDE

GRADE TWO

LOUDOUN COUNTY PUBLIC SCHOOLS
2008-2009

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This document, based on the Virginia Department of Education's English <u>Standards of Learning Curriculum Framework</u> (2003) provides extensions and additions to form the Loudoun County English Curriculum

PHILOSOPHY

Loudoun County believes that all children must develop lifelong independent speaking, listening, viewing, reading, and writing skills. Loudoun County's English/Language Arts curriculum prepares students to achieve competent oral and written communication in the classroom and community. Students become active and involved listeners and develop a full command of oral and written English language. Each elementary grade level's curriculum is organized into three related strands: Oral Language, Reading, and Writing. The strands reflect a balanced instructional program. The curriculum enables students to develop lifelong communication skills.

OVERVIEW

This English/Language Arts Curriculum Guide identifies Standards of Learning for Loudoun County students at each grade level. The Standards of Learning in this guide combine local with state objectives.

Each strand begins with a Focus Statement followed by the standards for that strand. Following each standard is a table with three sections. The first column, "Understanding the Standard," provides teacher notes that clarify the intent of the standard. The second column, "Essential Understandings," lists objectives that all students should achieve. The third column, "Essential Knowledge Skills and Processes," identifies the necessary behaviors and skills that students should demonstrate to be successful with each standard.

LCPS extensions to the VA SOLs are included in bold, italic print in the appropriate column.

Spelling, Technology, and Research objectives are incorporated into the three standards at each level. The English objectives for Loudoun County should be integrated into other content areas so that reading, writing, speaking, listening, and use of technology occur daily in all classrooms. Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.

INTERNET SAFETY

The Virginia Department of Education (VDOE) has directed school districts to develop Internet safety guidelines and procedures for students. Currently, VDOE Computer/Technology Standards 9-12.3, 4, 5 specify technology use behaviors students must practice. These standards have been integrated into the English/Language Arts Information Literacy Framework. The safety and security of our students is our responsibility. As you establish and develop the learning community in your classroom, integrate lessons about internet safety that address personal safety on the Internet, accessing information on the Internet, and activities on the Internet. Please be sure to incorporate the following *Guidelines and Resources for Internet Safety in Schools* established by the Virginia Department of Education into your instruction.

Personal safety on the Internet.

- Students must understand that people are not always who they say they are. They should never give out personal information without an adult's permission, especially if it conveys where they can be found at a particular time. They should understand that predators are always present on the Internet.
- Students should recognize the various forms of *cyberbullying* and know what steps to take if confronted with that behavior.

Information on the Internet.

- Students and their families should discuss how to identify acceptable sites to visit and what to do if an inappropriate site is accessed.
- Students should be informed about various Web advertising techniques and realize that not all sites provide truthful information.

Activities on the Internet.

- Students and their families should discuss acceptable *social networking* and communication methods and appropriate steps to take when encountering a problem.
- Students should know the potential dangers of e-mailing, gaming, downloading files, and *peer-to-peer computing* (e.g., viruses, legal issues, harassment, sexual predators, identity theft).

VDOE's *Guidelines and Resources for Internet Safety in Schools* (2007)

Lessons on internet safety can be integrated into the oral language, reading, writing, and research strands. Below are examples of how internet safety lessons can be integrated into existing standards. These examples are from *Integrating Internet Safety into the Curriculum* (2007) developed by the VDOE Office of Educational Technology.

Standards	Integration
2.3, 3.1, 4.1, 5.1, 5.2, 5.3	In exploring oral language issues with students, teachers may also use Internet (and other electronic) communications as examples and methods to learn certain skills. Students increasingly practice nonfiction reading and writing skills as they gain more experience in English. These same skills will work with the Internet as a source of information or as a publishing venue.
K.12, 3.7	If students are using online interactives or other resources for practicing skills, address the general safety issues of personal safety, accessing information on the Internet, and activities on the Internet. The example below uses safe-searching techniques with young children as part of a lesson on beginning sounds. *Surfing the Web for ABCs* *http://www.siec.k12.in.us/~west/proj/abc/abcless.htm*

1.12, 2.11, 3.10, 4.7, 5.8	If students are using online tools for w ritten commu nications, address the general safety issues of personal safety, accessing information on the Internet, and activ ities on the Internet.
2.3, 5.8	When helping students learn how to use oral langua ge or how to write to inform, persuade, and entertain, point out how the se techniques are often use d on Web sites.
3.6, 4.5	Students can ap ply nonfiction reading s kills to information on Web sites, especia lly when identify ing the author's purpose or distinguishing between fact and opinion.
3.7, 4.3	When st udents u se online tools as refe rence resources, address the genera l safety issues of personal safety, accessing information on the Internet, and activ ities on the Internet.
4.6, 5.6, 5.7	When st udents research on t he Internet, they need t o be reminded ab out how to evaluate Web sites for authenticity and rel iability. *A SMART Exercise KS2* This lesson idea below can be incorporated when teaching about language structure or the use of codes in history.*http://www.kidsmar t.org.uk/downloads/lesso nplans/lessonplan_comm. pdf*

Additional ideas and guide lines for internet safety c an be foun d at the VDOE website : http://www.doe.vir ginia.gov/VDOE/ Technology/OET/ internet -safety-guide lines.shtml . In addition, Netsmartz.org, sponsored by the National Center for M issing and Exploited Chi ldren, has many resources an d activities at e very grade level that can be used in instruction about internet safety.

At the second-grade leve l, students wil l enga ge in a variety of ora l activities to deve lop an un derstan ding of languag e structure and enhance their ab ility to com municate ef fect ively. They wi ll listen and speak in discussions and presentations t hat expan d their vocabular ies, increase their back ground knowledge, and enhance b oth their read ing and wr iting sk ills.

2.1   **The student will demonstrate an understanding of or al language structure.**
    a) **Create oral stories to shar e with othe rs.**
    b) **Create and pa rticipa te in oral dr amatic ac tivities.**
    c) **Use correct verb tense s in oral c ommunicati on.**
    d) **Use increas ingly complex sentence structures in oral communicati on.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNO WLEDGE, SKILLS, AND PROCESSES
• The intent of this sta ndard is that students will continue to demonstrate growth in th e use of oral language and vocabular y. • Students will use their k nowledge of senten ce structure, verb tenses , and vocabular y to create oral stories that have a beginning, middle , and end.	**All students s hould** • participate in group activities b y creating oral stories using complex sente nces and appropriate verb te nses.	**To be successful w ith this standard, students are expected to** • use the story structure of beginnin g, middle, and end to tell a story of an experienc e. • *refer to character, setting, and importa nt events when telling a story.* • maintain a nd mani pulate voice, such a s pausin g, tem po, an d pitch, to conve y mood. • add appropriate elaboration and detail w hile recounting or describin g an event. • dramatize f amiliar stories. • use present, past, and future tenses a ppropriatel y. • use more complex se ntenc e structure with conjunctions, such as *while, when, if, beca use, so,* and *but,* whe n de scribin g events and givi ng explanations. • provide a r eferent for pronouns (be able to ide ntif y the word to which a pronoun take s the place of). • Demonstrate subject-verb agreeme nt.

2.2   **The student will continue to expand listening and speaking vocabularies.**
    a) **Use words that reflect a growing range of interests and knowledge.**
    b) **Clarify and explain words and ideas orally.**
    c) **Follow oral directions with three or four steps.**
    d) **Give three-step and four-step directions.**
    e) **Identify and use synonyms and antonyms in oral communication.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to expand listening and speaking vocabularies in the context of fiction and nonfiction trade books and other print materials that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics. • Students will learn to use antonyms, synonyms, and descriptive language to explain and clarify ideas. • Students will demonstrate an increase in vocabulary by giving and following three-step or four-step directions. • Growth in oral language aids in the development of fluency, vocabulary, and comprehension. • *Stories will be read aloud daily by an adult.*	**All students should** • understand that specific vocabulary helps explain and clarify ideas.	**To be successful with this standard, students are expected to** • listen to and discuss fiction and nonfiction trade books and other print materials that reflect the Virginia Standards of Learning for English, history and social science, science, and mathematics. • use specific vocabulary from content study to express interests and knowledge. • use appropriate descriptive language to express ideas, opinions, and feelings. • use language to categorize objects, people, places, or events. • explain the meanings of words within the context of how they are used. • ask questions to clarify or gain further information. • recognize when two or more different words are being used orally to mean contrasting or opposite things. • recognize when different words are being used orally to mean the same or similar things. • use synonyms and antonyms in oral communication. CONTINUED

2.2   **The student will continue to expand listening and s peaking vocabularies.**
   a) Use word s that re flect a growing range of interests and knowledge.
   b) Clarify and explain w ords and ideas orally .
   c) Follow or al directi ons with three o r four steps.
   d) Give three-step and f our-step directions.
   e) Identify and use synonyms and anton yms in oral c ommunication.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNO WLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOU S PAGE **To be successful w ith this standard, students are expected to** • follow three -step and four -step directions. • sequence three or four steps chronologicall y in oral directions. • *distinguish between syno nyms and antonyms.*

2.3   **The student will use oral communication skills.**
- **a)** **Use oral language for different purposes: to inform, to persuade, and to entertain.**
- **b)** **Share stories or information orally with an audience.**
- **c)** **Participate as a contributor and leader in a group.**
- **d)** **Summarize information shared orally by others.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use oral language skills to respond appropriately in group situations. • Students will learn to summarize information as they continue to share stories. • Students will learn the dynamics and roles of working in small groups. • Students will learn to use selected vocabulary and information to match their purpose – to inform, to persuade, or to entertain.	**All students should** • understand that oral communication can be used for a variety of purposes. • participate in group activities by sharing stories or information.	**To be successful with this standard, students are expected to** • use proper pitch and volume. • speak clearly and distinctly. • share and retell an experience or story in a logical order. • select vocabulary and nonverbal expressions appropriate to purpose and audience. • express ideas clearly and in an organized manner. • share with an audience stories or information relevant to a topic. • contribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group setting. • confer with small-group members about how to present information to the class. • carry out a specific group role, such as leader, recorder, materials manager, or reporter. • *demonstrate active listening by using eye contact.*

At the second-grade level, students will continue to be immersed in a print-rich environment. To decipher text, they will use what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences. Silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. When they read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. Students will read and reread to build fluency, which provides the bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge. Students will learn and apply the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula. Students will also use their knowledge of alphabetical order to locate information.

LCPS EXTENSIONS

Spelling Instruction

The LCPS Spelling Program takes a word study approach to spelling as one part of literacy development. Teachers provide students with hands-on activities that imitate fundamental thinking processes, opportunities to compare and contrast categories of words and word features, and opportunities to discover similarities and differences among words and word patterns. Word Study, as implemented in the 2nd grade classroom, should support reading instruction and should exhibit these characteristics:

- Teachers instruct where students use but confuse words.
- Teachers work with developmentally appropriate (and flexible) groups.
- Teachers build a strong foundation, mixing known features with unknown features.
- Teachers should help students see contrast in word sounds and patterns.
- Teachers introduce exceptions.
- Teachers sort by sound and sight. Teachers should use picture cards as well as letter cards, as developmentally appropriate.
- Teachers begin with obvious contrasts first.
- Teachers help students work for automaticity.
- Teachers use words students can read and meaningful text.
- Teachers allow students to discover rules and make generalizations about rules as they sort.

Refer to the LCPS Spelling Framework for an introduction to the program and to resources such as *Words Their Way* (Bear et al., 2004), *Word Journeys* (Ganske, 2000), and *Word Matters* (Pinnell and Fountas, 1998) for more details.

2.4　　　The student will use phonetic strategies when reading and spelling.
   a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
   b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
   c) Decode regular multisyllabic words.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to learn and apply their phonetic skills to decode and spell words. • *Loudoun County encourages the use of multiple strategies for decoding. In Loudoun County, reading strategies will include* 　○ *referencing the picture.* 　○ *using context clues.* 　○ *identifying parts of words.* 　○ *checking beginning sounds.* 　○ *rereading to be sure the text makes sense.* • *The teacher will administer an appropriate developmental assessment to determine spelling patterns to be studied by the student.*	**All students should** • understand the need to apply phonetic strategies to decode and spell words.	**To be successful with this standard, students are expected to** • apply knowledge of consonants and consonant blends to decode and spell words. • apply knowledge of consonant digraphs (*sh, wh, ch,* th) to decode and spell words. • apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words. • apply knowledge of r-controlled vowel patterns to decode and spell words. • read regularly spelled one- and two-syllable words automatically. • decode regular multisyllabic words. • use phonetic strategies to self-correct reading when meaning breaks down.

2.5   **The student will use meaning clues and language structure when reading.**
- **a) Use information in the story to read words.**
- **b) Use knowledge of sentence structure.**
- **c) Use knowledge of story structure and sequence.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use information from the story and their knowledge of language structure when reading. • *Teacher will determine appropriate text level by taking a running record.*	**All students should** • understand that they will use a variety of strategies to read unfamiliar words.	**To be successful with this standard, students are expected to** • use prior knowledge to interpret pictures and diagrams in order to predict text. • use meaning clues to support decoding. • use surrounding words in a sentence to determine the meaning of a word. • use the context of the sentence to distinguish which of the multiple meanings of a word makes sense. • use knowledge of word order, including subject, verb, and adjectives, to check for meaning. • use story structure, titles, pictures, and diagrams to check for meaning. • reread to clarify meaning.

2.6   **The student will use language structure to expand vocabulary when reading.**
  a) **Use knowledge of prefixes and suffixes.**
  b) **Use knowledge of contractions and singular possessives.**
  c) **Use knowledge of simple abbreviations.**
  d) **Use knowledge of antonyms and synonyms.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will expand their vocabulary through an understanding of prefixes, suffixes, contractions, singular possessives, abbreviations, synonyms, and antonyms.	**All students should** • understand that their knowledge of prefixes, suffixes, contractions, singular possessives, simple abbreviations, synonyms, and antonyms can help them read unfamiliar words.	**To be successful with this standard, students are expected to** • use common prefixes and suffixes to decode words. • demonstrate an understanding of common prefixes, such as *un-, re-, dis-, pre-,* and *mis-*. • demonstrate an understanding of common suffixes, such as *–er, -y, -ful, -less, -est,* and *–ly*. • demonstrate an understanding of the meaning of contractions. • demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Mary's*). • identify simple abbreviations, including those for titles (e.g., *Mr., Mrs., Ms.,* and *Dr.*), calendar words (e.g., *Jan., Feb., Mon., Tue.*), and address words (e.g., *St., Rd.*) • supply synonyms and antonyms for a given word. • ***begin to recognize homophones.***

2.7   **The student will read fiction and nonfiction, using a variety of strategies independently.**
   a) **Preview the selection by using pictures, diagrams, titles, and headings.**
   b) **Set purpose for reading.**
   c) **Read stories, poems, and passages with fluency and expression.**
   d) **Reread and self-correct when necessary.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use a variety of strategies to increase fluency and get meaning from print.	**All students should**	**To be successful with this standard, students are expected to**
• Students will continue to develop further the prereading strategies of previewing the text and setting a purpose for reading.	• understand that they should use a variety of strategies to read. • understand that text read aloud has a rhythm and expression that help convey meaning.	• use prior knowledge to predict information. • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text.
• Students will use phonetic strategies to decode words and use pictures, sentence structure, and context to get meaning.		• use titles and headings to generate ideas about the text. • skim text for section headings, bold type, and picture captions to help set a purpose for reading.
• Reading levels: ○ independent level – 95% accuracy, or about 1 of every 20 words misread ○ instructional level – 90% accuracy, or about 1 of every 10 words misread ○ frustration level – less than 90% accuracy, or more than 1 of every 10 words misread		• set a purpose for reading. • use print clues, such as bold type, italics, highlighting, and underlining, to assist in reading. • apply phonics, meaning clues, and language structure to decode words and increase fluency.
• Fluency develops as students have many opportunities to practice reading on their independent reading level.		• use phonics, meaning clues, and language structure strategies to reread and self-correct.
• Students should read about 70 to 110 words per minute in *appropriate* grade-level material.		• pause at commas and periods during oral reading.
• *Students will self-correct at least one out of four errors.*		• practice reading in text that is on their independent reading level to develop accuracy, fluency, and expression.

2.8   **The student will read and demonstrate comprehension of fiction and nonfiction.**
   a) **Make predictions about content.**
   b) **Read to confirm predictions.**
   c) **Relate previous experiences to the topic.**
   d) **Ask and answer questions about what is read.**
   e) **Locate information to answer questions.**
   f) **Describe characters, setting, and important events in fiction and poetry.**
   g) **Identify the problem, solution, and main idea.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to develop and demonstrate comprehension skills by reading a variety of fiction and nonfiction selections. • Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions. • Students will also begin to learn the skills of summarizing and locating specific information in nonfiction text. • Students will demonstrate comprehension of story elements in fiction by identifying the characters, setting, and main idea. • Students will continue to respond in writing to what is read.	**All students should** • understand that comprehension requires making, confirming, and revising predictions. • understand that they must attend to the details of the text in order to comprehend.	**To be successful with this standard, students are expected to** • read fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. • use information from the text to make predictions. • use information from a selection to confirm predictions. • find evidence to support predictions. • begin to skim for information. • *highlight or underline key words or phrases.* • apply knowledge of story structure to predict what will happen next. • use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions. • use knowledge from their own experiences to make sense of and talk about a topic. CONTINUED

2.8   **The student will read and demonstrate comprehension of fiction and nonfiction.**
- a) **Make predictions about content.**
- b) **Read to confirm predictions.**
- c) **Relate previous experiences to the topic.**
- d) **Ask and answer questions about what is read.**
- e) **Locate information to answer questions.**
- f) **Describe characters, setting, and important events in fiction and poetry.**
- g) **Identify the problem, solution, and main idea.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of nonfiction print materials and trade books across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics, in order to build vocabulary and content knowledge.		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • describe the setting and important events of a story. • describe a character's traits, feelings, and actions as presented in a story. • identify the problem and solution presented in a story. • identify the main idea. • identify the sequence of steps in functional text such as recipes or other sets of directions. • follow the steps in a set of written directions. • locate information in textbooks and other trade books to answer questions. • begin to use knowledge of transition words (signal words), such as *first, next,* and soon, to understand how information is organized. • use the framework of beginning, middle, and end to retell story events. CONTINUED

2.8   The student will read and demonstrate comprehension of fiction and nonfiction.
   a) **Make predictions about content.**
   b) **Read to confirm predictions.**
   c) **Relate previous experiences to the topic.**
   d) **Ask and answer questions about what is read.**
   e) **Locate information to answer questions.**
   f) **Describe characters, setting, and important events in fiction and poetry.**
   g) **Identify the problem, solution, and main idea.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • ask and answer simple who, what, when, where, why, and how questions *in complete sentences.* • write responses to what they read. • *differentiate between fiction and nonfiction.*

2.9   **The student will demonstrate comprehension of information in reference materials.**
       a) Use a table of contents.
       b) Use pictures and charts.
       c) Use dictionaries and indices.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will use available reference materials to locate information.	**All students should** • understand how to locate information in simple reference materials.	**To be successful with this standard, students are expected to** • locate titles and page numbers, using a table of contents. • use a table of contents to locate information in content-area books. • interpret pictures, diagrams, and tables. • interpret information presented in bar graphs, charts, and pictographs. • alphabetize words to the second and third letter. • locate words, using first, second, and third letter. • locate guide words, entry words, and definitions in dictionaries and indices. • *use glossaries and maps.*

At the second-grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate on their ideas and use basic conventions. They will also begin to apply written communication skills across all content areas.

2.10   The student will maintain manuscript and begin to make the transition to cursive.

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will maintain manuscript through use and at the same time begin to make the transition to cursive. • When to make the transition to cursive is a local decision; however, once begun, cursive writing should be taught and practiced in a systematic, direct manner. • *Loudoun County uses continuous stroke handwriting as a standard form.* • *The teacher will provide direct instruction and model proper letter formation.*	**All students should** • understand that legible handwriting is an important tool of written communication. • *maintain consistent slant, letter formation, and legibility when writing in print or cursive.*	**To be successful with this standard, students are expected to** • write neatly. • space words in sentences. • space sentences in writing. • learn basic strokes for cursive. • *begin to read cursive writing.*

2.11   **The student will write stories, letters, and simple explanations.**
- a) **Generate ideas before writing.**
- b) **Organize writing to include a beginning, middle, and end.**
- c) **Revise writing for clarity.**
- d) **Use available technology. ***

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
- The intent of this standard is that students will continue to learn the process for communicating their ideas through writing. - The emphasis will be on generating and organizing ideas before writing and revising for clarity after writing. - The three domains of writing are **composing**—the structuring and elaborating a writer does to construct an effective message for readers; **written expression**—those features that show the writer purposefully shaping and controlling language to affect readers; **usage/mechanics**—the features that cause written language to be acceptable and effective for standard discourse. (**Note**: Students are not expected to know these terms.) *Types of writing <u>may</u> include* *poetry* *simple research* *narratives/stories* *friendly letters* *captions* *"how to" writing* *simple explanations* *Students may draw during the prewriting stage.*	**All students should** understand that written communication should be well planned and clear to the reader.	**To be successful with this standard, students are expected to** - brainstorm for ideas. - organize information with graphic organizers, such as story maps, webs, and event frames. - use graphic organizers to plan their writing. - verbalize their writing plan to a partner or teacher. - write stories that include a beginning, middle, and end. - stay on topic. - write complete sentences. - begin to group sentences into paragraphs *with guidance.* - use adjectives to elaborate simple sentences. - use time-order words, such as *first, next, than,* and *last*, to sequence and organize their writing. - Delete or add words to clarify meaning during the revising process *with guidance.* - Avoid stringing ideas together with *and* or *then*. CONTINUED

2.11   **The student will write stories, letters, and simple explanations.**
   a) **Generate ideas before writing.**
   b) **Organize writing to include a beginning, middle, and end.**
   c) **Revise writing for clarity.**
   d) **Use available technology. ***

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		CONTINUED FROM PREVIOUS PAGE **To be successful with this standard, students are expected to** • begin to learn and use the writing domains of composing, written expression, and usage/mechanics. • Use available technology to write. ***Please refer to LCPS Acceptable Use Policy (AUP) when utilizing the internet resources.***

*   **Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.**

2.12   **The student will edit writing for correct grammar, capitalization, punctuation, and spelling.**
     a) **Recognize and use complete sentences.**
     b) **Use and punctuate declarative, interrogative, and exclamatory sentences.**
     c) **Capitalize all proper nouns and the word I.**
     d) **Use singular and plural nouns and pronouns.**
     e) **Use apostrophes in contractions, including *don't, isn't,* and *can't*.**
     f) **Use correct spelling for high frequency sight words, including compound words and regular plurals.**

UNDERSTANDING THE STANDARD	ESSENTIAL UNDERSTANDING	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
• The intent of this standard is that students will continue to learn to edit and self-correct their writing. • Students will apply grammatical rules to their writing.	**All students should** • understand that proper grammar, capitalization, punctuation, and spelling contribute to the meaning of writing.	**To be successful with this standard, students are expected to** • recognize and use complete sentences. • use singular and plural nouns. • use singular and plural pronouns. • capitalize all proper nouns and all words at the beginning of sentences. • capitalize the word *I*. • punctuate declarative, interrogative, and exclamatory sentences. • use apostrophes in contractions. • spell high-frequency sight words, compound words, and regular plurals correctly. • *begin to use known spelling patterns in their transitional spellings.* • *begin to use possessives.* • *begin to use commas when listing items in a series.* • *Identify nouns, verbs, and adjectives.*

LCPS English/Language Arts
SOL Pacing Guide
2nd Grade

This pacing guide was designed to provide tea chers with a list of specific SOL areas to be covered for each quarter ass essment perio d. It is to be used in conjunction wi th the LCPS English/Language Arts Curr iculum Guide, which contains the required curriculum ass ociated with the Virginia SO L. Teachers are enc oura ged to desig n and use cr eative and effective instructio nal strategies to teach the standards for ea ch qua rter assessment perio d.

How to Use this D ocument
- Standards in **boldface** are to be emphasized during that quarter assessme nt period. Standards t hat re-appear in subseq uent quarter assessme nt periods are to be retaught, rev isited, or re inforced.

References and Sources
- VA DOE Standards of Learning Curr iculum Framework, 2 003
- VA DOE Standards of Learning : Crosswa lk, 1995-2002
- Feedback on the 2004-08 LCPS curr iculum guides

Grade 2 English Pacing Guide *At a Glance*

Standards in **boldface** are to be emphasized during that quarter. In subsequent quarters, these standards are to be retaught, revisited, or reinforced and are not printed in boldface text.

	ORAL LANGUAGE	READING	WRITING
1st Quarter (ends 10-31-08)	**2.1 a, b** **2.2 a, b** **2.3 b, c**	**2.5 a, b** **2.7 b** **2.8 a, b, c**	**2.11 a** **2.12 a**
2nd Quarter (ends 1-22-09)	**2.1** a, b, **c** **2.2** a, b, **c** 2.3 b, c	**2.4 a** **2.5** a, b, **c** **2.6 b** **2.7 a**, b, **c, d** **2.8** a, b, c, **d, e, g** **2.9 a, b**	**2.11** a, **b** 2.**12** a, **b, c, d**
3rd Quarter (ends 4-2-09)	2.1 a, b, c **2.2** a, b, c, **d** **2.3 a,** b, c, **d**	**2.4** a, **b** 2.5 a, b, c **2.6 a,** b, **c** 2.7 a, b, c, d **2.8** a, b, c, d, e, **f,** g **2.9** a, b, **c**	**2.10** **2.11** a, b, **c, d** **2.12** a, b, c, d, **e, f**
4th Quarter (ends 6-19-09)	**2.1** a, b, c, **d** **2.2** a, b, c, d, **e** 2.3 a, b, c, d	2.4 a, b, **c** 2.5 a, b, c 2.6 a, b, c, **d** 2.7 a, b, c, d 2.8 a, b, c, d, e, f, g 2.9 a, b, c	2.10 2.11 a, b, c, d 2.12 a, b, c, d, e, f

English/Language Arts SOL Pacing Guide – 2nd Grade
1st Quarter

Oral Language	Reading	Writing

2.1 The student will demonstrate an understanding of oral language structure.
  a. **Create oral stories to share with others.**
  b. **Create and participate in oral dramatic activities.**
 	
2.2 The student will continue to expand listening and speaking vocabularies.
  a. **Use words that reflect a growing range of interests and knowledge.**
  b. **Clarify and explain words and ideas orally.**
 	
2.3 The student will use oral communication skills.
  b. **Share stories or information orally with an audience.**
  c. **Participate as a contributor and leader in a group.**
	2.5 The student will use meaning clues and language structure when reading.
	  a. **Use information in the story to read words.**
	  b. **Use knowledge of sentence structure.**
	
	2.7 The student will read fiction and nonfiction, using a variety of strategies independently.
	  b. **Set purpose for reading.**
	
	2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
	  a. **Make predictions about content.**
	  b. **Read to confirm predictions.**
	  c. **Relate previous experiences to the topic.**
		2.11 The student will write stories, letters, and simple explanations.
		  a. **Generate ideas before writing.**
		
		2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
		  a. **Recognize and use complete sentences.**

The following skills are not part of the Virginia SOLs for Second Grade.   They should be introduced this year to prepare students for subsequent grade levels.

*   Use "I" in compound subjects.
*   Include irregular plurals as spelling words.
*   Spell frequently used homonyms and homophones.

English/Language Arts SOL Pacing Guide – 2nd Grade
2nd Quarter

Oral Language	Reading	Writing
2.1 The student will demonstrate an understanding of oral language structure. 　a. Create oral stories to share with others. 　b. Create and participate in oral dramatic activities. 　**c. Use correct verb tenses in oral communication.** 2.2 The student will continue to expand listening and speaking vocabularies. 　a. Use words that reflect a growing range of interests and knowledge. 　b. Clarify and explain words and ideas orally. 　**c. Follow oral directions with three or four steps.** 2.3 The student will use oral communication skills. 　b. Share stories or information orally with an audience. 　c. Participate as a contributor and leader in a group.	**2.4 The student will use phonetic strategies when reading and spelling.** 　**a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.** 2.5 The student will use meaning clues and language structure when reading. 　a. Use information in the story to read words. 　b. Use knowledge of sentence structure. 　**c. Use knowledge of story structure and story sequence.** 2.6 The student will use language structure to expand vocabulary when reading. 　**b. Use knowledge of contractions and singular possessives.** 2.7 The student will read fiction and nonfiction, using a variety of strategies independently. 　**a. Preview the selection by using pictures, diagrams, titles, and headings.** 　b. Set purpose for reading. 　**c. Read stories, poems, and passages with fluency and expression.** 　**d. Reread and self-correct when necessary.** CONTINUED	2.11 The student will write stories, letters, and simple explanations. 　a. Generate ideas before writing. 　**b. Organize writing to include a beginning, middle, and end.** 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. 　a. Recognize and use complete sentences. 　**b. Use and punctuate declarative, interrogative, and exclamatory sentences.** 　**c. Capitalize all proper nouns and the word I.** 　**d. Use singular and plural nouns and pronouns.**

The following skills are not part of the Virginia SOLs for Second Grade. They should be introduced this year to prepare students for subsequent grade levels.

　* 　　Use "I" in compound subjects.
　* 　　Include irregular plurals as spelling words.
　* 　　Spell frequently used homonyms and homophones.

English/Language Arts SOL Pacing Guide – 2nd Grade
2nd Quarter

Oral Language	Reading	Writing

	CONTINUED FROM PREVIOUS PAGE
	
	2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
	  a. Make predictions about content.
	  b. Read to confirm predictions.
	  c. Relate previous experiences to the topic.
	  d. Ask and answer questions about what is read.
	  e. Locate information to answer questions.
	  g. Identify the problem, solution, and main idea.
	
	2.9 The student will demonstrate comprehension of information in reference materials.
	  a. Use table of contents.
	  b. Use pictures and charts.	

The following skills are not part of the Virginia SOLs for Second Grade. They should be introduced this year to prepare students for subsequent grade levels.

     *   Use "I" in compound subjects.
     *   Include irregular plurals as spelling words.
     *   Spell frequently used homonyms and homophones.

English/Language Arts SOL Pacing Guide – 2ⁿᵈ Grade
3ʳᵈ Quarter

Oral Language	Reading	Writing
2.1 The student will de monstrate an understandi ng of oral languag e structure. a. Create oral stories to share with others. b. Create an d participate in oral dr amatic activities. c. Use correct ver b tenses in oral communication. 2.2 The student will continue to expa nd liste ning and speaking vocabularies. a. Use words that refle ct a growing ran ge of interests and knowled ge. b. Clarify a nd explain words a nd ideas orally. c. Foll ow oral directions with three or four steps. **d. Give th ree-step and four-step directions.** 2.3 The student will use oral communication skills. **a. Use oral language f or different purposes: to info rm, to persuade, and to entertain.** b. Share stories or information orally with an audien ce. c. Participate as a contributor and leader in a group. **d. Summa rize info rmation sha red o rally by othe rs.**	2.4 The student will use phon etic strategies whe n reading and spelling. a. Use knowled ge of consona nts, consona nt blends , and consona nt digr aphs to decode and spell words. **b. Use knowledge of short, long, and r-controlled vowel patter ns.** 2.5 The student will use mea ning clues an d language structure when rea ding. a. Use information in the stor y to read words. b. Use knowled ge of se ntenc e structure. c. Use knowled ge of stor y structure and story se quence. 2.6 The student will use lan guage structure to expand vocabular y w hen readi ng. **a. Use knowledge of prefi xes and s uffixes.** b. Use knowled ge of contractions a nd singular possessives . **c. Use knowledge of simp le abb reviations.** 2.7 The student will rea d fiction and nonfiction, using a variet y of strategies i ndependentl y. a. Preview the s election b y using pictures, diagrams , titles, an d headings. b. Set purpose for readi ng. c. Read stories, poems, and passages with fluency and e xpression. d. Reread a nd self-correct whe n necess ary. CONT INUED	**2.10 The st udent w ill maintain man uscript an d begin to make the tran sition to cu rsive.** 2.11 The student will write stories, letters, a nd simple ex planations. a. Generate i deas before writing. b. Organize writing to include a beginning, mid dle and end. **c. Revise writ ing for cla rity.** **d. Use a vailable technology.** **Please ref er to the LCPS A cceptable Use Policy (AUP) when uti lizing inte rnet resources.** 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. a. Recognize a nd use complete se ntences. b. Use and punctuate declarativ e, interrogative, a nd exclam atory sentenc es. c. Capitalize all proper nouns and the word I. d. Use singular a nd plural nouns and pronouns. **e. Use apostrophes i n cont ractions, including *don't, isn't,* and *can't.*** **f. *Use correct spelling for hig h frequency sight words, incl uding compoun d words and reg ular plur als.***

The fo llowing sk ills are not part of the V irginia SOLs for Second Grade.   They should be introd uced t his year to prepare students for subseque nt grade le vels.

*   Use "I" in compound subjects.
*   Include i rregular plurals as spel ling words.
*   Spell frequently used ho monyms and homophones.

English/Language Arts SOL Pacing Guide – 2nd Grade
3rd Quarter

Oral Language	Reading	Writing

	CONTINUED FROM PREVIOUS PAGE
	
	2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
	   a. Make predictions about content.
	   b. Read to confirm predictions.
	   c. Relate previous experiences to the topic.
	   d. Ask and answer questions abut what is read.
	   e. Locate information to answer questions.
	   f. Describe characters, setting, and important events in fiction and poetry.
	   g. Identify the problem, solution, and main idea.
	
	2.9 The student will demonstrate comprehension of information in reference materials.
	   a. Use table of contents.
	   b. Use pictures and charts.
	   c. Use dictionaries and indices.	

The following skills are not part of the Virginia SOLs for Second Grade. They should be introduced this year to prepare students for subsequent grade levels.

     *   Use "I" in compound subjects.
     *   Include irregular plurals as spelling words.
     *   Spell frequently used homonyms and homophones.

Please refer to the LCPS Acceptable Use Policy (AUP) when utilizing internet resources.

English/Language Arts SOL Pacing Guide – 2nd Grade
4th Quarter

Oral Language	Reading	Writing

2.1 The student will de monstrate an understandi ng of oral languag e structure.
  a. Create oral stories to share with others.
  b. Create an d participate in oral dr amatic activities.
  c. Use correct ver b tenses in oral communication.
  d. Use increasi ngly comp lex sentence structu res in o ral commu nication.
 	
2.2 The student will continue to expa nd liste ning and speaking vocabularies.
  a. Use words that refle ct a growing ran ge of interests and knowled ge.
  b. Clarif y and explain words a nd ideas orally.
  c. Foll ow oral directions with three or four steps.
  d. Give three-ste p and four -step directions.
  e. Identify and use sy nonyms and antonyms in o ra l commun ication.
 	
2.3 The student will use oral communication skills.
  a. Use oral language for different purposes: to inform, to persuade, an d to entertain.
  b. Share stories or information orally with an audien ce.
  c. Participate as a contributor and leader in a group.
  d. Summarize information shar ed orall y by others.
	2.4 The student will use phon etic strategies when reading and spelling.
	  a. Use knowled ge of consona nts, consona nt blends, and consona nt digr aphs to decode and spell words.
	  b. Use knowled ge of short, long, and r-controlled vowel patterns.
	  c. Decode regular multisyllabic words.
	
	2.5 The student will use mea ning clues an d language structure when rea ding.
	  a. Use information in the stor y to read words.
	  b. Use knowled ge of se ntenc e structure.
	  c. Use knowled ge of stor y structure and story se quence.
	
	2.6 The student will use lan guage structure to expand vocabular y when readi ng.
	  a. Use knowled ge of prefi xes and suffixes.
	  b. Use knowled ge of contractions a nd singular possessives .
	  c. Use knowled ge of simple abbreviations.
	  d. Use knowledge of antonyms and synon yms.
	
	2.7 The student will rea d fiction and nonfiction, using a variet y of strategies i ndependentl y.
	  a. Preview the s election b y using pictures, diagrams , titles, an d headings.
	  b. Set purpose for readi ng.
	  c. Read stories, poems, and passages with fluency and expression.
	  d. Reread a nd self-correct whe n necessary.
	
	CONT INUED
		2.10 The student will maintai n manuscript an d begin to make th e transition to cursive.
		
		2.11 The student will write stories, letters, a nd simple ex planations.
		  a. Generate i deas before w riting.
		  b. Organize writing to include a beginni ng, mid dle and end.
		  c. Revise writing for clarit y.
		  d. Use av ailable tec hnolog y.
		
		Please refer to the LCPS A cceptable Use Policy (AUP) when uti lizing inte rnet resources.
		
		2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
		  a. Recognize a nd use complete se ntences.
		  b. Use an d punctuate declarativ e, interrogative, a nd exclam atory sentenc es.
		  c. Capitalize all proper nouns and the word I.
		  d. Use singular a nd plural nouns and pronouns.
		  e. Use apostrophes i n contractions, including *don't, isn' t,* and *can't.*
		  f. *Use correct spelling f or hi gh freq uency sight w ords, including com pound w ords and regu lar p lurals.*

Oral Language	Reading	Writing

	CONTINUED FROM PREVIOUS PAGE
	
	2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
	   a. Make predictions about content.
	   b. Read to confirm predictions.
	   c. Relate previous experiences to the topic.
	   d. Ask and answer questions about what is read.
	   e. Locate information to answer questions.
	   f. Describe characters, setting, and important events in fiction and poetry.
	   g. Identify the problem, solution, and main idea.
	
	2.9 The student will demonstrate comprehension of information in reference materials.
	   a. Use table of contents.
	   b. Use pictures and charts.
	   c. Use dictionaries and indices.	

The following skills are not part of the Virginia SOLs for Second Grade.   They should be introduced this year to prepare students for subsequent grade levels.

    *   Use "I" in compound subjects.
    *   Include irregular plurals as spelling words.
    *   Spell frequently used homonyms and homophones.

Sample Units

Each of the following units, developed by the 2008 Elementary School Curriculum Committee, was designed based on the framework of Understanding by Design. This framework was developed by Jay McTighe and Grant Wiggins to emphasize what are termed the six facets of understanding: explanation, interpretation, application, perspective, empathy, and self-knowledge. Each unit is built on a foundation of essential questions and understandings that students are expected to gain by the end of the unit or units. Each unit is anchored with an assessment performance task that should be rooted in authentic, real world activities. The learning activities and performance task help to build and show students understanding of concepts for each of the facets of understanding. The facets of understanding are defined below. These facets shape the learning activities and performance task in which the students will be asked to engage.

Facet of Understanding	Definition
Explanation	Students are able to explain why and how of a concept. For example, students are able to explain why a character takes a certain action using supporting evidence from the text.
Interpretation	Students are able to assign meaning to a concept and show how it relates to them and to the world. For example, students might write a poem incorporating figurative language and imagery to convey a message.
Application	Students are able to apply the knowledge and skills that they have gained to a real-world authentic activity. For example, students will compose a Life in Haiku piece and submit it to the *Washington Post* for publication.
Perspective	Students are able to see and analyze another perspective than their own. For example, in preparing for a debate, a student is able to argue both sides.
Empathy	Students are able to feel the impact of a decision or event on others. For example, students write poems about the injustices in Darfur, which are compiled and published into a book and sold to raise money for relief efforts.
Self-knowledge	Students are able to reflect about their work and their thinking. For example, students might reflect about their writing process in the creation of a short story.

Grade 2
Native American Research (Eastern Woodlands)

Objectives

Goals:
- q 2.3 The student will use oral communication skills
   - a. Use oral language for different purposes: to inform, to persuade, and to entertain
   - b. Share stories or information orally with an audience
- q 2.8 The student will read and demonstrate comprehension of fiction and non-fiction
   - e. Locate information to answer questions
- q 2.11 The student will write stories, letters, and simple explanations
   - c. Revise writing for clarity
- q 2.12 The student will use appropriate grammar, capitalization, punctuation, and spelling to organize information located in nonfiction texts (See specific skills a-f.)
- q *Social Studies 2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.*

Understandings: (Students will understand that…)
- q nonfiction texts offer useful information they can communicate to others.
- q graphic organizers are a helpful way of organizing ideas into categories.

Essential Questions:
- q How do I use nonfiction texts to locate information to questions?
- q How do I use information I've gathered to inform an audience?

Students will know….
- q the region, food, shelter, and clothing of the Eastern Woodlands Native American tribe.
- q how to locate information in a text to write into a graphic organizer.

Students will be able to…
- q locate information in a text to write into a graphic organizer.
- q use appropriate grammar, capitalization, punctuation, and spelling to organize information about the Eastern Woodland Native American tribe.
- q inform an audience using the information located in a text that is then organized on paper.

Evidence of Understanding

Performance Task(s):

Students are taking on the role of a travel agency who must produce new brochures. Have students create travel brochures using the information gathered from selected texts. The information is organized into a graphic organizer which includes a picture and 1-2 sentences about each of the four topics: the tribe's food, clothing, shelter, and region. The brochure will be used in a presentation to inform the class of the student's gained knowledge about the Eastern Woodlands Native American Tribe.

Other Evidence:
- Quiz on Eastern Woodlands Native American Tribe.
- Discussion groups
- Self- assessment/teacher rubric

Learning Plan

Learning Activities:
- Teacher will preview and read selected texts with students, setting the purpose for reading by explaining the performance task. Tell students they will be expected to inform an audience of the food, shelter, clothing, and region of the Eastern Woodland Native American tribe.
- Conduct class discussion about the text, reviewing the food, shelter, clothing, and region of the tribe.
- Have students write information into their graphic organizers using complete sentences with appropriate grammar, capitalization, punctuation, and spelling. Students should draw at least one picture to reinforce one idea from each square.
- Provide each student with a piece of paper. Have each student fold their paper in half both vertically and horizontally to create 4 squares. Students should end up with a piece of paper folded in half vertically to look like a brochure. Tell students they will be expected to draw an enticing cover that includes the name of the tribe. In each of the 4 squares created on the inside of their brochure by the folded lines, students should write 1-2 sentences with appropriate grammar, punctuation, capitalization, and spelling.
- Have students present their brochure in front of the class.
- Administer a written quiz on the information learned on the Eastern Woodland Native American tribe (optional).
- Have students fill out a self-assessment written by the teacher.

Resources:
- Social Studies Text
- Various leveled readers about the Eastern Woodland Indian tribes
- Four-square graphic organizer

Grade 2
Famous Americans

Objectives

Goals:
- q 2.8 The student will read to demonstrate comprehension of nonfiction by making and confirming predictions and using text features to understand and locate information in nonfiction text.
- q 2.3 The student will effectively demonstrate oral communication skills by using written information to inform an audience.
- q 2.11 The student will use available technology to synthesize and summarize information gathered from nonfiction texts.
- q 2.12 The student will edit writing for appropriate grammar, capitalization, punctuation, and spelling.
- q *Social Studies: SOL 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.*
- q *Visual Arts SOL 2.3 The student will use literary sources to generate ideas for works of art.*

Understandings: (Students will understand that…)
- q text features can be helpful in locating sought information in nonfiction texts.
- q oral communication can be used to inform.
- q editing for appropriate grammar, capitalization, punctuation, and spelling can be helpful in delivering an effective informative presentation.
- q individuals in the past have worked to improve the lives of other Americans.

Essential Questions:
- q How have contributions of famous Americans changed the way of life in the United States?
- q Why are the contributions of famous Americans important?
- q What are some features of nonfiction text?
- q How can you locate information to answer questions in nonfiction texts?

Students will know…
- q biographical information about some famous Americans, past and present.
- q the definition of the word famous.
- q how to use nonfiction text to find information.
- q how to communicate with an audience to inform.

Students will be able to…
- locate information in nonfiction texts and reference materials.
- share stories or information relevant to a topic with an audience.

Evidence of Understanding

Performance Task(s):

Students will assume the role of a curator who is developing an exhibit on famous Americans for the children's wing at the National American History Museum. Each child should choose a specific famous American. Students are to give oral reports presenting their ideas for the new exhibit. The oral presentation should include information about how the famous Americans made important contributions that changed the way of life for Americans. Each presentation should include a visual aid such as a diorama or display to show how the exhibit would look.

Other Evidence:
- Web of facts gathered from nonfiction texts
- Four Square Pre-Writing

Learning Plan

Learning Activities:
- After students read selected nonfiction texts, they will locate and write six facts about their famous American and write them into a web (or type into Inspiration software).
- Students will visit the National Museum of American History (optional)
- Students will write the script to an oral presentation using a Four Square Organizer and will edit their work for grammar, punctuation, capitalization, and spelling.
- Students will also create visuals to accompany informative oral presentations to communicate biographical information about their famous Americans.
- Students will give oral presentations to the class on their famous Americans.

Resources:
- Inspiration software (optional)
- Four Square writing template
- Biographies of famous Americans (selected nonfiction texts and/or articles)