



Diocese of Raleigh
Catholic Schools
7200 Stonehenge Drive
Raleigh, NC 27613
www.dioceseofraleigh.org

Grade 2 - English/Language Arts
Standards
Diocese of Raleigh
May 2019

**THE DIOCESE OF RALEIGH SCHOOLS:
MISSION OF OUR CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE

“School is one of the educational environments where one grows by learning how to live, how to become grown- up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis *{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.

INTRODUCTION

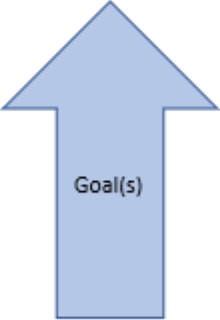
The English Language Arts Standards are intended for use in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE

Reading Standards for Informational Text (RI) ← **Overarching Standard**

STANDARD	CLARIFICATION
Achievement Standard: Craft and Structure ← Achievement Standard	
RI.K.4 With prompting and support, students will ask and answer questions about words in a text. 	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting. <i>Examples</i> During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart that students can refer to when asking and answering questions about words. When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.

DOR Standards aligned with the North Carolina English Language Arts Standard Course of Study 2017

Curriculum Revision Team

Julie Sperrazza – The Franciscan School
Jamie Kirchhoff – The Franciscan School
Ann Giannini – The Franciscan School
Linda Sullivan – The Franciscan School
Courtney Coward – St. Thomas More Catholic School
Ann Weaver – St. Raphael Catholic School
Coley Adkins – St. Raphael Catholic School
Andrea Adams – St. Michael Catholic School
Trish Shrader – St. Michael Catholic School
Heidi Lawrence – St. Michael Catholic School
Sandra Munoz – St. Michael Catholic School
Laura Gallimore – St. Catherine of Siena Catholic School
Jennifer Stutz – Immaculata Catholic School
Christine Shea – St. Patrick Catholic School

Heather Lowery – St. Mary Catholic School-Wilmington
Susan Kirkpatrick – Our Lady of Lourdes Catholic School
Christa Devitt – Cathedral School
Kim Wheeler – Cathedral School
Wendy Bennett – St. Mary Magdalene Catholic School
Holly Almond – St. Mary Magdalene Catholic School
Nancy McElroy – St. Mary Magdalene Catholic School
Sarah Panter – St. Ann Catholic School
Leeann Felicetta – St. John Paul II Catholic School
Barbara Lamblin – St. John Paul II Catholic School
Laurie Balderson – St. Mark Catholic School
Kimberly Browning – Catholic Schools Office

Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of **key details** in a text.

Standards created by
Diocese of Raleigh
Catholic Schools Office

Curriculum

National Geographic Kids:
Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering *who*, *what*, *when*, *where* and *how* questions about the text.

GRADE 2

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Achievement Standards for Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RL.2.1	<p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>a. Learn to draw conclusions and make inferences within texts.</p>	<p>Students show their understanding of important details by asking and answering questions about the <i>who, what, when, where, why, and how</i> in a text that has been read and/or heard.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use think-aloud strategies to model how to ask questions about key details in text. ● Annotate text or use sticky notes to check for understanding. ● Roll “question cubes” about text. If students cannot answer the question rolled, they reread text for clarification.
RL.2.2	<p>Recount fictional stories, including, but not limited to, realistic fiction, fantasy, fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Students recount fictional stories from many different cultures. Students also establish the central messages, morals, or lessons of the stories.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model using story maps and graphic organizers to map the events and key details of a story. ● Ask students questions about a character’s actions, and students work with partners to use key details about the main character to discuss the central message, lesson, or moral. ● Students generate alternative endings and identify the new impacts on the plot.

RL.2.3	Describe how characters in a story respond to major events and challenges.	<p>Students explain how characters react and respond to the important events or challenges in the story.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use think-aloud strategies during shared reading to consider what the reaction to an event reveals about the character and his/her motivations. ● Choose a major event from the story and use story webs to describe how each character reacted to the event. ● Write about what the main character did in response to a selected event in a story. ● Create timelines of the major events in a story and include character actions and responses in the description of each event.
RL.2.3	Describe how characters in a story respond to major events and challenges.	<p>Students explain how characters react and respond to the important events or challenges in the story.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use think-aloud strategies during shared reading to consider what the reaction to an event reveals about the character and his/her motivations. ● Choose a major event from the story and use story webs to describe how each character reacted to the event. ● Write about what the main character did in response to a selected event in a story. ● Create timelines of the major events in a story and include character actions and responses in the description of each event.
<i>Achievement Standard: Craft and Structure</i>		
RL.2.4	Describe how <i>word choices</i> , <i>sentence fluency</i> , and phrases supply rhythm and meaning in a story, poem , or song.	<p>Students explain how words (e.g., nouns, verbs, modifiers) , sentence fluency, and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) provide rhythm and meaning to a story, poem, or song.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Highlight rhyming words in poems/songs and demonstrate how the rhyming words give the poem rhythm by performing the poem for partners. ● Point out words or phrases that repeat in a text and discuss why the author chose to repeat those words and how the repeated words can help readers understand the text.

RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.	Students describe how the story is structured from the beginning to the end. Students understand that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes. <i>Examples:</i> <ul style="list-style-type: none">● Use graphic organizers and story maps to chart the events of a story. Discuss which events take place in the beginning, which occur in the middle, and which take place at the end.
RL.2.6	Distinguish differences in the points of view of characters, including using expressive reading.	Students recognize the differences in the points of view of characters. When reading aloud, students use different voices for each character. <i>Examples:</i> <ul style="list-style-type: none">● Using a different color for each character, highlight the text to indicate which character is speaking.● Identify how the characters are thinking and feeling while reading a text aloud. Consider how they might express those thoughts or feelings when reading what the characters say. For example, ask what “voice” (loud, quiet, afraid, excited) might best fit each character. Then read that part of the text in the voice of that character.

Achievement Standard: Integration of Ideas and Analysis

RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting , or plot .	Students explain the characters, setting, or plot using what they learn from the illustrations and words in print and/or digital text. <i>Examples:</i> <ul style="list-style-type: none">● Use think-alouds to model inferencing using context clues.● Make predictions during reading and use sticky notes to point out evidence.● Complete graphic organizers that focus on the setting. In one column, explain the setting. In the second column, tell what words and/or illustrations provide information that help understand the setting.● Create character maps for the main character at the beginning of the story, based on the illustrations and text. Complete the same activity at the end of the story. Then compare the two, discussing how the character evolved throughout the story based on the illustrations and words in the text.
RL.2.8	Not applicable to literature.	

STANDARD		CLARIFICATION
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.	<p>Students explain how two or more versions of the same story are similar and different (such as <i>Cinderella</i>). These versions should be by different authors and/or from different cultures.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use Venn diagrams to compare how the two stories are alike and different in terms of basic story elements, language, illustrations, etc. Ask questions such as “Where do the stories take place? When do the stories take place? How did the character react when _____?” ● Read or listen to two versions of a story, then write or draw one or two observations on a sticky note about the ways in which the two texts are similar or different. Consider how the characters, settings, and plots in each version are alike and/or different. ●
<i>Achievement Standard: Range of Reading and Level of Complexity</i>		
RL.2.10	By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text .	<p>By the end of grade 2, students competently read and understand literary texts within the 2-3 text complexity band (Lexile: 420-820) with scaffolding as needed. They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide time for students to process what they have read or strategies they have learned by having students talk and/or write in response to texts. ● Guide students to make connections within texts by providing texts with similar content/topics. ● Read high-quality self-selected literature independently and monitor for understanding for 20 minutes or more daily.

Reading Standards for Informational Text (RI)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RI.2.1	<p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>a. Learn to draw conclusions and make inferences within texts.</p> <p>b. Determine the difference between a fact and an opinion.</p>	<p>Students demonstrate understanding of important details by asking and answering questions, determining facts and opinions, making inferences and drawing conclusions about the who, what, when, where, why, and how in a text that has been read and/or heard.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read aloud to students and model thinking when asking questions about key details in the text. ● Stop to check for understanding by annotating on a text or using sticky notes to ask and answer questions about the text. ● Read high-quality expository-texts and monitor understanding by rolling question cubes to answer questions. If students cannot answer questions correctly, they reread and retry the questions.
RI.2.2	<p>Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>Students recognize the main topic of a text with multiple paragraphs. They also state the main focus of each paragraph in the text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model using graphic organizers to identify the main topic of a text and to choose the most important details from within the text. ● Model how to determine the focus of each paragraph.

STANDARD		CLARIFICATION
Achievement Standard: Craft and Structure		
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<p>Students read informational texts connected to grade 2 topics and subject areas and determine the meaning of words or phrases within the texts.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Use various strategies, such as looking at other words and information in the same sentence and using clues in illustrations and text features to determine the meaning of the words or phrases. • Select challenging words or phrases, discuss the meanings, and annotate the evidence in the text that help understand the words or phrases. • Model how to use captions, illustrations, diagrams, glossaries, and other text features to find evidence that provide the meaning of unknown words or phrases.
RI.2.5	Know and use various text features to locate key facts or information in a text efficiently.	<p>Students familiarize and make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information efficiently.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Read an informational/ nonfiction text with examples of several text features. After reading, show sentence strips with facts from the text, and match each fact to the text feature from the text where the information can be found. • Complete a text feature scavenger hunt in a familiar text. Given a list of text features, list one fact learned from each feature in the text.
RI.2.6	Identify the author's main purpose of a text , including what the author wants to answer, explain, or describe .	<p>Students determine the author's purpose in writing the text. As they read the text, they consider why the author wrote it.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Write <i>Notes from Authors</i> after reading or listening to an informational text. Consider the intent of the author and compose a paragraph <i>as the author</i>, telling the reason for writing the piece. • Reads aloud an informational/nonfiction text. Highlight evidence or information in the text that reveals why the author wrote the text. Gather everyone's evidence, and as a class, decide the author's reason for writing the text.

STANDARD		CLARIFICATION
<i>Achievement Standard: Integration of Ideas and Analysis</i>		
RI.2.7	Explain how specific images contribute to and clarify a text .	<p>Students describe how visuals such as photos, illustrations, charts, diagrams, graphs, etc. enrich the content of the text, clarify the text, organize, and/or supply additional information for readers.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model a think aloud regarding the visuals found in the text. Think about and share what information that visually conveys, as well as how the visual helps the reader understand the words. For example, a diagram might show how a machine works, and that helps students understand and clarify the words in the text. ● Review all of the visuals from the text, marking with sticky notes several that provide useful information about key ideas presented by the author.
RI.2.8	Identify the reasons an author gives to support ideas within a text .	<p>Students recognize what ideas an author is providing within a text. They will name what points in the text the author uses to develop or clarify those ideas.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Identify a key idea or point from the text. Highlight the reasons the author gives to support that key idea. Different colors can be used to highlight different key ideas. ● Use graphic organizers labeled "What" and "How" when reading an informational/nonfiction text. Then record the key ideas or points from the text (under What). Next, record reasons and details that support the key idea or point (under the How). Examine the words, illustrations, and text features for evidence. ● Make flap books while reading. On the top of each flap, record a key idea from the text and underneath each flap, describe the reason/evidence provided by the author.

RI.2.9	Compare and contrast the most important points presented by two texts on the same topic .	<p>Students explain the differences and similarities of the key points of two texts on the same topic.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read two texts. Do a “give one, get one” activity. Divide the class into two groups. Assign one of the texts to each group. Each student writes down three key points from the text on an index card (one main point per card). Students form A/B pairs to share and give one of his/her key points of learning. Each student “gives one” and “gets one”. The class repeats the sharing for as many main points as students have.
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STANDARD		CLARIFICATION
<i>Achievement Standard: Range of Reading and Level of Complexity</i>		
RI.2.10	By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text .	<p>By the end of grade 2, students competently read and understand informational texts including history/social studies, science, religious and technical texts, within the 2-3 text complexity band (Lexile: 420-820) with scaffolding as needed. They are able to read independently for a sustained period of time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide time for students to process what they have read or strategies they have learned by having students talk and/or write in response to texts. ● Guide students to make connections with texts and among texts by providing texts with similar content/topic . ● Hold reading conferences with students to formatively assess their reading comprehension and progress and to hold them accountable for reading.

GRADE 2

READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Achievement Standards for Reading Foundational Skills

Print Concepts

Handwriting

Phonological Awareness

Phonics and Word Recognition

Fluency

Reading Standards for Foundational Skills (RF)

STANDARD		CLARIFICATION
<i>Achievement Standard: Handwriting</i>		
RF.2.2	Print all upper and lowercase letters legibly and proportionally.	<p>Students write all uppercase and lowercase letters so they are easily readable and of the correct size.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Write letters on a variety of surfaces (e.g., whiteboards, sand, shaving cream). • Use handwriting paper to guide size of writing. Explicitly describes where letters “live” on paper. Refer to letters as tall, short, and letters with tails to help with sizing.
<i>Achievement Standard: Phonics and Word Recognition</i>		
RF.2.4	<p>Know and apply grade-level phonics and word analysis skills -when decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two- syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"> • Students tell the difference between long and short vowels when reading one-syllable words with regular spelling patterns. • Students identify and spell common vowel combinations. • Students read two-syllable words that contain long vowels and regular spelling patterns. • Students read words with common prefixes and suffixes. • Students Recognize and name words with common yet inconsistent spelling sound patterns. • Students identify and read grade appropriate words that do not follow normal spelling patterns including sight and high frequency words. <p>Examples:</p> <ul style="list-style-type: none"> • Give students cards with two-syllable words that have long vowel sounds. Work with partners to read and say each word. • While engaging in read alouds and shared reading experiences, stop at grade appropriate irregularly spelled words. Model how to recognize and read the words. Add to word wall for later reference.

	f. Recognize and read grade-appropriate irregularly spelled words (sight and high frequency words).	
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STANDARD		CLARIFICATION
<i>Achievement Standard: Fluency</i>		
RF.2.5	<p>Read with sufficient accuracy and fluency to support and develop comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students read grade-level text smoothly and with accuracy to show understanding.</p> <ul style="list-style-type: none"> ● Students read independently and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). ● Students read words correctly, maintain an appropriate rate, and use voice to show changes and feelings on consecutive readings. ● Students use surrounding pictures and words to confirm, self-correct, and/or understand a word. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Lead students in echo reading in small group instruction. Teacher reads a passage using appropriate phrasing and prosody. Using own copies of the passage, students echo the teacher. ● Listen to several texts while following along and choose one of the texts to practice reading aloud into a recorder. Listen to recordings, think of how to read more expressively, and record again.

GRADE 2

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Achievement Standards for Writing

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standards (W)

STANDARD	CLARIFICATION
<i>Achievement Standard: Text Types, Purposes, and Publishing</i>	
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, provide reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section using <i>the 6+1 Traits of Writing</i>.</p> <p>a. With guidance and support from adults, organize ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, strengthen writing as needed by revising and editing.</p>	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on <i>the 6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD	CLARIFICATION
<p>W.2.2 Write informative /explanatory texts in which writers introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section using <i>the 6+1 Traits of Writing</i>.</p> <p>a. With guidance and support from adults, organized ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, strengthen writing as needed by revising and editing.</p>	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on <i>the 6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>
<p>W.2.3 Write narratives in which they recount a sequence of events, include details describing actions, thoughts, and feelings. Use temporal transition words to provide event order, and a sense of closure using <i>the 6+1 Traits of Writing</i>.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic</p>	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on <i>the 6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

	<p>b. to plan and prepare to write.</p> <p>b. With guidance and strengthen writing as needed by revising and editing.</p>	
	<p>c. Use temporal transition words to provide event order, and a sense of closure using <i>the 6+1 Traits of Writing</i>.</p> <p>d. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>e. With guidance and strengthen writing as needed by revising and editing.</p>	

STANDARD		CLARIFICATION
W.2.4	With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers using <i>the 6+1 Traits of Writing</i> .	<p>All writing instruction should be based on <i>the 6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students use an assortment of digital tools and resources to compose and publish original writing as small groups, or independently. The teacher provides support and guidance using <i>the 6+1 Traits of Writing</i>.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Research a topic and create a class presentation on Google Slides or another digital tool. Complete own slide within the presentation and publish on class blog. ● Work with partners to write short stories and publish them using a simple story creation app.
STANDARD		CLARIFICATION
<i>Achievement Standard: Research</i>		
W.2.5	Participate in shared research and writing projects using <i>the 6+1 Traits of Writing</i> .	<p>All writing instruction should be based on <i>the 6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students take part in research and writing projects as a class or in small groups.</p> <p><i>Examples</i></p> <ul style="list-style-type: none"> ● Choose a topic and introduce topic to the students. Discuss r background knowledge, and teacher guides them in framing open-ended questions they want to answer about the topic. Work as a class to research the questions and create a book, display, or digital resource. ● Think about skills they have learned and work in pairs to create “how-to” books about each skill. Pairs choose one skill and create a how-to guide and are compiled into a class book.

STANDARD	CLARIFICATION
W.2.6 Recall information from experiences or gather information from provided sources to reply to a question using <i>the 6+1 Traits of Writing</i> .	<p>All writing instruction should be based on <i>the 6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students think about and use personal experiences and/or collected information to provide answers to a specific question.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">● Use experiences and personal recollections of a field trip to write answers to a question about it.● Use content area notebooks to keep track of information learned about a particular subject. Writing and drawings in notebooks are used when answering questions about the topic.

GRADE 2

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Achievement Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

STANDARD	CLARIFICATION
Achievement Standard: Collaboration and Communication	
<p>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.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class setting.</p> <ul style="list-style-type: none"> ● Students establish guidelines for speaking and active listening, such as gaining the floor in respectful ways, listening to others with care, and speaking one at a time about topics and texts under discussion. ● Students add to the discussion, using critical thinking skills and maintaining the topic with appropriate comments that connect to someone else's comment. ● Students ask questions to clarify any confusing areas or to gain further information. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to build a conversation by linking their comments to the remarks of others. r Create an anchor chart of possible sentence starters that will help students link their thoughts with others. Examples include, "I agree with what _____ said because _____" and "When _____ said _____, it made me think _____." ● Actively listen by looking at the speakers, taking turns talking, and sharing the floor with classmates to understand other comments and decide if they can add something new or relevant to a discussion.
<p>SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through digital tools.</p>	<p>Students tell about or explain the important details and ideas in a text that is read aloud to them or information presented in various ways.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to listen carefully and talk about important information and ideas. ● Model for the students how to be an active listener by watching a video on a science or social studies topic to determine key ideas and details. During the video, model how to take notes on important information and recount the key ideas and details to others in your own words.

STANDARD		CLARIFICATION
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.	<p>Students ask a speaker questions to gain more information and/or clarity, or to deepen their understanding of the presented topic or issue. They also answer questions about the speaker's presentation.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to actively listen by taking notes on information presented from an audiobook or video. Turn the notes into questions to clarify the information presented and work with partners to generate questions. ● Use graphic organizers to record questions about topic or information presented. After the presentation, take turns asking the questions recorded on their graphic organizers.
<i>Achievement Standard: Presentation of Knowledge and Ideas</i>		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details , speaking audibly in coherent and complete sentences.	<p>Students tell stories or describe personal experiences to others using important facts and vivid details. Students speak in complete sentences and use appropriate voice levels.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide opportunities for students to present on familiar topics. Facilitate opportunities for students working in groups to share photos about memorable experiences and participate in book talks. ● Provide examples of incomplete sentences. Work with partners to rewrite the sentences into coherent thoughts and present the revisions to partners or the class while practicing adequate voice volume.
SL.2.5	Create audio recordings of stories, or poems ; add drawings or other visual displays to stories, poems, or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<p>Students record themselves reading a story or poem. Use pictures or other visuals to provide more information to a story or experience. Visuals should clarify ideas, thoughts, or feelings.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Share a recorded reading of a story or poem. and note what the reader did in the recording. Practice recording themselves reading a story or poem. ● Read a text without images. In small groups, find images and write captions to clarify a key idea from the text. Add the images and captions to the text to create a class story. Discuss how the images and captions help to clarify what the author wrote.

GRADE 2

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Achievement Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards (L)

STANDARD	CLARIFICATION
<i>Achievement Standard: Conventions of Standard English</i>	
<p>L.2.1 Demonstrate command of the standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> a.) Use collective nouns (e.g., group) b.) Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice) c.) Use reflexive pronouns (e. g., myself, ourselves) d.) Form and use the past tense of frequently occurring irregular verbs (e. g., sat, hid, told) e.) Use adjectives and adverbs, and choose between them depending on what is being modified 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). 	<p>Refer to the NC ELA Standards Grammar Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder - resources)</p>

L.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Capitalize holidays, product names, and geographic names. b) Use commas in greetings and closing 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). e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh Live Binder - resources)</p>
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Achievement Standard: Knowledge of Language

L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. 	<p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <ul style="list-style-type: none"> ● Students recognize the differences between formal language and informal language in reading, writing, speaking, and listening situations. <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide opportunities for students to read and analyze a wide variety of texts for differences in style. ● While reading, use sticky notes to indicate where authors use formal or informal language effectively. ● Write two different letters on the same topic: one informal letter to a family member and one formal letter to a newspaper. Highlight differences in their word usage and discuss how the tone of each letter differs.
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STANDARD	CLARIFICATION
<i>Achievement Standard: Vocabulary Acquisition and Use</i>	
<p>L.2.4 Determine and/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: context clues, word parts, word relationships, and reference materials.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase: Use the words around the unknown words to determine the meaning of that word.</p> <p>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): Students understand the meaning of a word when a known prefix is added.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional): Recognize and use known root words when reading an unknown word with the same root word.</p>	<p>Students figure out and/or confirm the meaning of grade 2 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies - context clues, word parts, word relationships, and reference materials.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model using sentence level context clues to determine the meaning of the unknown word by identifying clue words or phrases to understand the word. (e.g. In the sentence, “She penned a letter”, penned is a verb or action word and has to do with the action of creating a letter, so penned means writing). ● Use graphic organizers to analyze the meanings of unknown words by adding root words or word parts within the unknown word, and information about how the prefix or affix changed the meaning of the root word.

	<p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark):</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases: Reference grade appropriate glossaries and dictionaries when determining or clarifying an unknown word or phrase.</p> <p>f. Identify real-life connections between words and their use:-and think about new words in familiar contexts. For example, if a student doesn't understand the word spicy or juicy, he/she may think about foods that are spicy or juicy.</p>	
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STANDARD		CLARIFICATION
L.2.5	Demonstrate understanding of nuances in word meanings. a. Distinguish shades of meaning among closely related verbs and closely related adjectives .	<p>Students understand subtle differences in word meanings.</p> <ul style="list-style-type: none"> Students determine the slight differences in the meanings of closely related verbs (e.g. toss, throw, hurl) and adjectives (e.g. thin, slender, skinny, scrawny). <p><i>Examples:</i></p> <ul style="list-style-type: none"> Provide a group of closely related verbs or adjectives. Discuss the meanings of the words and how they are different. Represent the words either by writing the definition, drawing pictures, or acting them out. Work with partners to come up with a group of five words that have similar meanings. Discuss the meanings of the words and sort them in order from less descriptive to more descriptive words.
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 .	<p>Students use words and phrases in their speaking and writing. The words and phrases are learned through conversations with peers and adults, texts that they read or that been read to them, and responses to texts, both oral and written. Use adjectives and adverbs when describing (e.g., When other kids are happy, that makes me happy).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Provide mentor texts rich in adjectives and adverbs. Identify how adjectives and adverbs are used by authors to describe events, characters, settings, etc. Write sentences using rich adjectives and adverbs, as modeled by the mentor text. Create a class word wall using these words and use these words in their speaking and/or writing. Read texts and use sticky notes to identify interesting words/phrases the authors use. Look up the meanings and discuss these words to deepen their understanding of the words. Practice using them in conversations and in writing.

Glossary

adjective – a word that modifies a noun by providing more detailed information (e.g., fast car)

adverb – a word that modifies an adjective (e.g., extremely fast car), a verb (e.g., ran quickly), or another adverb (e.g., You performed that song very well.)

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

central message – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades

closure – a resolution at the end of an event or literary work

coherent – presented as a unified whole; being consistently and logically connected; more broadly speaking, things which make sense when presented together

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language

decode – to apply knowledge of the relationships of letters and sounds in order to form a word

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

editing – the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.

event – a thing that happens; an occurrence

expression – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.

fable– a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral

fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression

folktales – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth)

formal English, style, task, and use of – English language usage that adheres to grammar and style conventions, is appropriate to task, purpose, and audience, and is objective and free of bias. When spoken, formal usage also generally consists of clear enunciation, consistent eye contact, and appropriate vocabulary. When written, formal usage also generally consists of coherent organization, complex grammatical and syntactic structures, and domain-specific vocabulary.

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim

independently – on one's own, without aid from another (such as a teacher)

informal English, style, task, and use of - English language usage that is not generally held to grammar and style conventions and may not have a logical structure (e.g., dialogue may jump from one topic to another without transition). When spoken, informal usage may consist of slang terms and idioms; when written, informal usage may lack organization and ignore grammatical rules.

informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

key details – specific and important parts of the text that provide information, support, and elaboration

key ideas--most important thoughts addressed in a text or discussion.

linking words and phrases – words and phrases that connect one sentence, paragraph, idea, etc. to a subsequent one, allowing readers to see the connection between such elements and to progress smoothly from one idea to the next (e.g., first, next, last; furthermore; on the other hand; etc.)

main idea(s)/topic – the primary or central topic(s) of a text or discussion which is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning

major events – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters

moral – relating to the principles of right and wrong concerning human behavior; a lesson or general truth learned from a story or experience narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

plot – the sequence of events in a story, play, movie, etc.

poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

point of view – a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)

reference materials – sources that provide information about a topic under investigation; materials that a researcher consults for facts and data, citing as necessary

relevant evidence, observations, ideas, descriptive details – details, and other elements, that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim

respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.

revision/revising – the process of rereading something that has been produced and making changes in order to clarify meaning, improve cohesion, evaluate the effectiveness of information and evidence, etc.; distinguished from editing which is largely related to correcting errors

rhythm – the pattern of beats, sounds, etc., usually within poetic verse or song, that alerts readers or listeners to the tempo and pacing of the text; the flow of words and other elements related to stressed and unstressed (or short and long) syllables

self-correct – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

setting – the time and place of the action in a book, play, story, etc.

shared research – a collaborative approach to research where different researchers investigate various aspects of the topic under consideration in order to come back together to create a collaborative whole

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

suffixes – an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run → running)

technical procedure – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones.)

temporal transition words/phrases – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.)

text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)

text features – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions

topic – the subject or matter being discussed or written about in a text, speech, etc.

usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)