



	L1	L2	L3	L4	L5	L6	L7	L8
LAFS.2.SL.1.3 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.	*	*	*	*	*	*	*	*
LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	*	*	*	*	*	*	*	*
LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate legible printing skills. b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). d. Use reflexive pronouns (e.g., myself, ourselves). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). f. Use adjectives and adverbs, and choose between them depending on what is to be modified. g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	*	*	*	*	*	*	*	*
LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	*	*	*	*	*	*	*	*
LAFS.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	*	*	*	*	*	*	*	*
LAFS.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	*	*	*	*	*	*	*	*
LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	*	*	*	*	*	*	*	*
<b>MAFS: MATHEMATICS STANDARDS</b>								
MAFS.2.G.1.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	*							*
MAFS.2.G.1.3 Partition circles and rectangles into two, three, or four equal shares. Describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	*			*				*
<b>ESOL STRATEGIES</b>								
Audiovisual Aids	Throughout All Lessons							
Hands-on Activities								
Simplified Grammatical Structures								
Incorporate Prompts, Cues and Facial Expressions								
Simplified Worksheets								
Teacher Modeling								
Use of Illustrations and Diagrams								
Use of Simple Direct Language								
Explanation of Key Concepts Supported by Graphics								
Application of Concepts through Use of Journal Responses								
<b>SPECIAL NEEDS</b>								
Visit <a href="http://SaferSmarterKids.org">SaferSmarterKids.org</a> to access Lauren's Kids <i>Safer, Smarter Kids</i> for Children with Special Needs.								