

# Des Plaines CCSD 62

## 2nd Grade Curriculum Highlights



### ENGLISH LANGUAGE ARTS

#### **Foundational Skills**

##### **Phonics and Word Recognition**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - Distinguish long/short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Recognize and read grade-appropriate irregularly spelled words.

##### **Fluency**

- Read with sufficient accuracy and fluency to support comprehension.
  - Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Reading for Literature**

##### **Key Ideas and Details**

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.

##### **Craft and Structure**

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhyme and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

##### **Integration of Knowledge and Ideas**

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

##### **Range of Reading and Level of Text Complexity**

- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### **Reading for Informational Text**

##### **Key Ideas and Details**

- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate

understanding of key details in a text.

- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### **Craft and Structure**

- Determine the meaning of words and phrases in a text relevant to a *grade 2* topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

#### **Integration of Knowledge and Ideas**

- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

#### **Range of Reading and Level of Text Complexity**

- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Writing**

#### **Text Types and Purposes**

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative-explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### **Production and Distribution of Writing**

- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Research to Build and Present Knowledge**

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- Recall information from experiences or gather information from provided sources to answer a question.

### **Language**

#### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use collective nouns (e.g., *group*).
  - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - Use reflexive pronouns (e.g., *myself, ourselves*).
  - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - Use adjectives and adverbs, and choose between them depending on what is to be modified.

- Produce, expand, and rearrange complete simple and compound sentences (eg., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize holidays, product names, and geographic names.
  - use commas in greetings and closings of letters.
  - use an apostrophe to form contractions and frequently occurring possessives.
  - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Compare formal and informal uses of English.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known prefix is added to a known word (eg., *happy/unhappy, tell-retell*).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
  - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (eg., *When other kids are happy that makes me happy*).

### **Speaking and Listening**

#### **Comprehension and Collaboration**

- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.

### **Presentation of Knowledge and Ideas**

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **MATHEMATICS**

### ***Operations and Algebraic Thinking***

- Represent and solve problems involving addition and subtraction.
  - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- Add and subtract within 20.
  - Fluently add and subtract within 20 using mental strategies.
- Work with equal groups of objects to gain foundations for multiplication.
  - Determine whether a group of objects (up to 20) has an odd or even number of members.
  - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

### ***Numbers and Operations in Base Ten***

- Understand place value.
  - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
  - Count within 1000; skip-count by 5s, 10s, and 100s.
  - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
  - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.
- Use place value understanding and properties of operations to add and subtract.
  - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
  - Add up to four two-digit numbers using strategies based on place value and properties of operations.
  - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
  - Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
  - Explain why addition and subtraction strategies work, using place value and the properties of operations.

### ***Measurement and Data***

- Measure and estimate lengths in standard units.
  - Measure the length of an object by selecting and using appropriate tools such as

- rulers, yardsticks, meter sticks, and measuring tapes.
  - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
  - Estimate lengths using units of inches, feet, centimeters, and meters.
  - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Relate addition and subtraction to length.
  - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
  - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...
- Work with time and money.
  - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
  - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
- Represent and interpret data.
  - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
  - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems.

### ***Geometry***

- Reason with shapes and their attributes.
  - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
  - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
  - 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.

## **SCIENCE**

### ***Scientific and Engineering Practices***

- Ask questions and define problems.
- Develop and use models.
- Plan and Carry out investigations.
- Analyze and interpret data.
- Use mathematical and computational thinking.
- Construct explanations and design solutions.
- Engage in argument from evidence.
- Obtain, evaluate, and communicate information.

## ***Scientific Concepts***

- Make observations about the variety of plants and animals living in an area and identify the specific places they live in order to make comparisons between different areas.
- Develop and use models to compare how living things depend on their surroundings to meet their needs in the places they live.
- Design a solution to a problem caused when a habitat changes and some of the plants and animals may no longer be able to live there.
- Define a simple problem and test solutions to determine which better fulfills the function of an animal necessary for the reproduction of a flowering plant.
- Carry out investigations to provide evidence that an object may stay in one place, move, or change shape when pushed or pulled.
- Design and conduct investigations of objects moving at different speeds to compare the change of an object's motion and shape before and after a collision.
- Make a claim about the effectiveness of a solution that applies a push or a pull to change the speed or direction of an object to solve a problem.
- Carry out investigations to determine the relationship among friction, motion, and the warming of objects.
- Define a problem caused by either too much or too little friction between two objects and develop solutions that address the problem.

## **SOCIAL STUDIES**

### ***Political Systems***

- Identify persons who are authority figures in their home, school, and community.
- Describe a person who provides positive leadership for others.
- Name a person who has served as President of the United States.
- Identify a type of official who has an office or role within a government (e.g., mayor, Congressman, President).
- Name a duty, job, or responsibility of a government (e.g., protection of the people, make laws).
- Discuss decision-making in their lives.
- Describe a situation where people vote to resolve their differences and decide what to do.
- Lead a class vote over something the class would like to do.
- Explain why majority rule is used in group decision-making (e.g., voting for food at a class party).
- Name a student or parent group that serves their school.
- Describe a person in the community who helps to improve the lives of others (e.g., community center director, day care providers).
- Identify a government official or public servant carrying out their duties or responsibilities (e.g., a police officer arresting a criminal, lifeguard teaching swimming at the city pool).
- Identify a country other than the United States to which a person can travel.
- Recognize the titles for heads of government (e.g., presidents).
- Give reasons for being honest and truthful when talking and working with other people.
- State the benefits of showing respect for the ideas and property of others.
- Name a holiday with political significance.
- Describe what freedom means.

### ***Economics***

- Describe a choice they have made and explain why they had to make a choice.
- Suggest a way in which a scarce item could be distributed (e.g., one jump rope, 3 children).
- Identify a choice students have made when buying a good or service.
- List goods they want and label them as “wants.”
- Make a choice between two items and tell what was given up.
- Identify people who produce goods and services in the community.
- List the resources needed to make a simple item.
- Identify exchanges that students have made without the use of money.
- Identify exchanges that students have made with the use of money.
- List items that students use but do not make themselves.
- Identify workers who provide public goods and services in the community.

### ***History***

- Give an example of an event that occurred in the past and an example of a current event.
- Place a series of events that occurred during their lifetime in chronological order.
- Tell why they need to know about their past, and others’ pasts.
- Use a story or an image about the distant past to tell about what life was like during that period.
- Name commemorative holidays and festivals.
- Explain why important people and events are remembered on holidays.
- Tell how a past event has influenced their life.
- Tell about a current political event in the world today.
- Tell how people were governed in the past (e.g., What did kings do? What did nobles do? What rights did people have?).
- Provide examples of goods and services traded in the past.
- Compare/contrast images of people trading in the past and present.
- Describe a family tradition.
- Use an image or other historical source from the past to describe family roles.
- Describe a community tradition.
- Identify a family tradition from another land.
- Provide examples of traditions and customs from people in the past.
- Tell how people survived in the local community many years ago.

### ***Geography***

- Describe how physical and human features look between home and school (e.g., hilly, flat, a river, trees).
- Describe daily changes in the weather and in the seasons in your community.
- Identify land and water areas on a map of the local community and on a globe.
- Locate objects in the classroom using a simple map.
- Compare physical features of different places around the community using photographs.
- Describe physical features seen on a field trip or a vacation.
- Show seasonal change (e.g., marking the changing length of a student's shadow at various times throughout the year, etc.).
- Describe how people dress for various activities (e.g., making a snowman, going to the beach, going on a picnic).
- Identify food resources coming from farms and water resources from rivers.

## ***Culture and Society***

- List cultural groups in your community (e.g., churches, clubs, YMCA).
- Give examples of language, traditions, and artifacts that represent the community.
- List activities that groups do together on a regular basis.
- Tell about the roles of family members.
- Tell about the roles performed by people in the community.
- List social categories (e.g., father, cousin, employer, friend) to which people belong.
- Identify the basic needs of individuals and groups for survival.

## **MUSIC**

### ***Music Literacy***

#### **Rhythm**

- Identify and read half notes, dotted half notes, & ties.

#### **Tempo**

- Identify tempos- Very Fast, Fast, medium, slow.

#### **Dynamics**

- Identify and read dynamics (p, mp, mf, f, crescendo, decrescendo).

#### **Instruments**

- Identify visually and aurally the brass & woodwind families of instruments.

#### **History**

- Recognize and identify basic facts about the composer, Tchaikovsky, and the Nutcracker Suite.
- Aurally identify individual pieces from The Nutcracker, and determine their tempos and dynamics.

### ***Performance***

#### **Melody**

- Sing and Match pitch – do, re, mi, sol, la.

#### **Rhythm**

- Demonstrate the ability to perform half notes & dotted half notes on classroom instruments.

#### **Form**

- Move to show AB and ABA form through dance.

#### **Composition**

- Create short rhythm patterns in 2/4 and 3/4 meter.

#### **Critique**

- Listen to recording of class performance & determine if singing was correct in rhythm and pitch, and whether or not they were in unison and whether or not the words were enunciated.

## **DRAMA**

### ***Uses Face, Body and Voice to Portray Character***

- Drama Tools (Mind, body, voice, face).
- Transformation using body, objects, a partner, and alone.
- Story Structure (conflict resolution: identify and resolve).
- Ensemble/Cooperation/Collaboration.
- Identify Four Fine Arts (Music, Art, Drama, Dance).

## ***Performance***

- Maintain personal space.
- Act-out stories.
- Demonstrate appropriate audience behavior.
- Evaluate/Praise (Demonstrate courtesy and respect for others rights and points of view).

## **ART**

### ***Technique and Processes***

- Create a work of art using a story as inspiration.
- Create works of art that include each of the elements of art: color (warm/cool), pattern (variety, line (spiral), and space (2-D and 3-D).
- Create a color wheel.
- Use a variety of tools: markers, oil pastels, and construction paper, glue.
- Proper care of tools.
- Design a work of art using recycled materials.

### ***Reflection and Critique***

- Match and discuss how basic art elements are used in art:
- Color, value, texture, shape, space, form.
- Identify how small, medium and large objects in artwork compare in size and relationship to one another.
- List the four Fine Arts: Visual Art, Music, Drama, and Dance.
- Use Elements of art to explain works of art.
- Identify different styles in works of art.
- Explore how art expresses themes, such as seasons and nature.
- Discuss reasons why people make art.

## **PHYSICAL EDUCATION**

### ***Motor Skills and Movement Patterns***

- Demonstrates locomotor and non-locomotor skills.

### ***Cognitive Concepts, Principles and Strategies***

- Demonstrates spatial awareness.
- Applies safe movements and practices.

### ***Health-Enhancing Level of Physical Fitness***

- Understands health related fitness and affects on the body.

## **HEALTH**

### ***Health Concepts and Health Enhancing Behaviors***

- Practices health promotion.
- Understands mental and emotional health.
- Understands nutrition.

### ***Body Systems***

- Identify body parts.

## ENGLISH LANGUAGE DEVELOPMENT (ELD)



### CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Follow modeled, one-step oral directions (e.g., "Find a pencil.")</li> <li>Identify pictures of everyday objects as stated orally (e.g., in books)</li> <li>Point to real-life objects reflective of content-related vocabulary or oral statements</li> <li>Mimic gestures or movement associated with statements (e.g., "This is my left hand.")</li> </ul>	<ul style="list-style-type: none"> <li>Match oral reading of stories to illustrations</li> <li>Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")</li> <li>Sequence a series of oral statements using real objects or pictures</li> <li>Locate objects described orally</li> </ul>	<ul style="list-style-type: none"> <li>Follow modeled multi-step oral directions</li> <li>Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</li> <li>Match people with jobs or objects with functions based on oral descriptions</li> <li>Clarify objects according to descriptive oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</li> <li>Find details in illustrated, narrative, or expository text read aloud</li> <li>Identify illustrated activities from oral descriptions</li> <li>Locate objects, figures, places based on visual and detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to gain meaning from grade-level text read orally</li> <li>Apply ideas from oral discussions to new situations</li> <li>Interpret information from oral reading of narrative or expository text</li> <li>Identify ideas/concepts expressed with grade-level content-specific language</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Repeat simple words, phrases and memorized chunks of language</li> <li>Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase</li> <li>Identify and name everyday objects</li> <li>Participate in whole group chants and songs</li> </ul>	<ul style="list-style-type: none"> <li>Use first language to fill in gaps in oral English (code switch)</li> <li>Repeat facts or statements</li> <li>Describe what people do from action pictures (e.g., jobs of community workers)</li> <li>Compare real-life objects (e.g., "smaller," "bigger")</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions of a social nature</li> <li>Express feelings (e.g., "I'm happy because...")</li> <li>Retell simple stories from picture cues</li> <li>Sort and explain grouping of objects (e.g., sink v. float)</li> <li>Make predictions or hypotheses</li> <li>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions for social and academic purposes</li> <li>Participate in class discussions on familiar social and academic topics</li> <li>Retell stories with details</li> <li>Sequence stories with transitions</li> </ul>	<ul style="list-style-type: none"> <li>Use academic vocabulary in class discussions</li> <li>Express and support ideas with examples</li> <li>Give oral presentations on content-based topics appropriate to grade level</li> <li>Initiate conversation with peers and teachers</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. vocabulary usage, and 3. language control) to describe the increasing quality and quantity of student language processing and use across the levels of language proficiency.



### CAN DO Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Identify symbols, icons, and environmental print</li> <li>Connect print to visuals</li> <li>Match real-life familiar objects to labels</li> <li>Follow directions using diagrams or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Search for pictures associated with word patterns</li> <li>Identify and interpret pre-labeled diagrams</li> <li>Match voice to print by pointing to icons, letters, or illustrated words</li> <li>Sort words into word families</li> </ul>	<ul style="list-style-type: none"> <li>Make text-to-self connections with prompting</li> <li>Select titles to match a series of pictures</li> <li>Sort illustrated content words into categories</li> <li>Match phrases and sentences to pictures</li> </ul>	<ul style="list-style-type: none"> <li>Put words in order to form sentences</li> <li>Identify basic elements of fictional stories (e.g., title, setting, characters)</li> <li>Follow sentence-level directions</li> <li>Distinguish between general and specific language (e.g., flower v. rose) in context</li> </ul>	<ul style="list-style-type: none"> <li>Begin using features of non-fiction text to aid comprehension</li> <li>Use learning strategies (e.g., context clues)</li> <li>Identify main ideas</li> <li>Match figurative language to illustrations (e.g., "as big as a house")</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Copy written language</li> <li>Use first language (L1, when L1 is a medium of instruction) to help form words in English</li> <li>Communicate through drawings</li> <li>Label familiar objects or pictures</li> </ul>	<ul style="list-style-type: none"> <li>Provide information using graphic organizers</li> <li>Generate lists of words/phrases from bank or walls</li> <li>Complete modeled sentence starters (e.g., "I like ____.")</li> <li>Describe people, places, or objects from illustrated samples and models</li> </ul>	<ul style="list-style-type: none"> <li>Engage in prewriting strategies (e.g., use of graphic organizers)</li> <li>Form simple sentences using word/phrase banks</li> <li>Participate in interactive journal writing</li> <li>Give content-based information using visuals or graphics</li> </ul>	<ul style="list-style-type: none"> <li>Produce original sentences</li> <li>Create messages for social purposes (e.g., get well cards)</li> <li>Compose journal entries about personal experiences</li> <li>Use classroom resources (e.g., picture dictionaries) to compose sentences</li> </ul>	<ul style="list-style-type: none"> <li>Create a related series of sentences in response to prompts</li> <li>Produce content-related sentences</li> <li>Compose stories</li> <li>Explain processes or procedures using connected sentences</li> </ul>	

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## NOT FORMALLY GRADED

### LMC

#### ***Access Information Efficiently and Effectively***

- Locate parts of a book.
- Understand basic organizational pattern of a library.

#### ***Evaluate Information Critically and Competently***

- Learn the difference between fact and fiction.
- Select books appropriate to interest.
- Answer questions with appropriate resources.

#### ***Use Information Accurately***

- Communicate results of an information search in format appropriate for content.
- Recognize ownership of written and illustrated material.
- Observe Internet guidelines and protocols as defined in the district's policies.

#### ***Appreciate Literature***

- Use both text and visuals to understand literature.
- Select a "just right" book independently for personal reading.
- Identify types and elements of literature.

#### ***Understand and Practice Internet Safety***

- Understand personal and public information.
- Recognize the need for adult supervision.
- Use electronic devices safely and appropriately.

#### ***Tech Skills***

##### **Internet**

- Type a given URL in the address bar of a web browser.
- Perform a simple keyword search.

##### **Operations**

- Identify the home row on a keyboard.
- Type with two hands.