

D303 Core Bilingual Literacy Grade 2 - Yearlong Curriculum

CUSD 303

Year: 2011-2012

KEY: Unless noted otherwise (E=English, S=Spanish), skills are applicable in both English and Spanish literacy

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Reading - Literature	Key Ideas and Details	RL1 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	RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text		RL1 Answer literal and inferential questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text	RL1 Ask and answer literal and inferential questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text	
		RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	RL2 Recount (retell) stories orally, including fables and folktales from diverse cultures	RL2 Determine the central message, lesson, or moral, including fables and folktales from diverse cultures		
		RL3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RL3 Describe how characters in a story respond to major events and challenges				RL3 Describe how characters in a story respond to major events and challenges
	Craft and Structure	RL4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song		RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song		
		RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole	RL5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	RL5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action			
		RL6 Assess how point of view or purpose shapes the content and style of a text	RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud			RL6 Identify differences in the points of view of characters	RL6 Distinguish 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	RL7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot		RL7 Cite evidence gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot		
		RL8 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	RL8 (not applicable to literature)				
		RL9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures				RL9 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	RL10 Read and comprehend complex literary and informational texts independently and proficiently	RL10 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				RL10 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 (Refer to D303 Grade Level Benchmarks document and CC Appendix B)

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Reading - Informational	Key Ideas and Details	R11 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	R11 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text		R11 Answer literal and inferential questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text	R11 Ask and answer literal and inferential questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text		
		R12 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	R12 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text		R12 Identify the main topic of a specific paragraph of text	R12 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text		
		R13 Analyze how and why characters, events, and ideas develop and interact over the course of a text	R13 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text		R13 Describe the connection between scientific ideas or concepts in a text	R13 Describe the connection between a series of historical events in a text	R13 Describe the connection between the steps in technical procedures in a text	
	Craft and Structure	R14 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	R14 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	R14 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area				
		R15 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole	R15 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			R15 Locate key facts or information in a text efficiently using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)		
		R16 Assess how point of view and purpose shape the content and style of a text	R16 Identify the main purpose of a text, including what the author wants to answer, explain, or describe	R16 Identify the main purpose of a text, including what the author wants to answer, explain, or describe				
	Integration of Knowledge and Ideas	R17 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	R17 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text		R17 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text			
		R18 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	R18 Describe how reasons support specific points the author makes in a text				R18 Describe how reasons support specific points the author makes in a text	
		R19 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	R19 Compare and contrast the most important points presented by two texts on the same topic				R19 Compare and contrast the most important points presented by two texts on the same topic	
	Range of Reading and Level of Text Complexity	R110 Read and comprehend complex literary and informational texts independently and proficiently	R110 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				R110 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 (Refer to D303 Grade Level Benchmarks document and CC Appendix B)	
Reading - Foundational	Phonics and Word Recognition		RF3 Know and apply grade-level phonics and word analysis skills in decoding words					

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4			
Reading - Foundational (cont'd)	Phonics and Word Recognition (cont'd)			1ASLA Analyze phonetic patterns (e.g., /m/ before /b/ and /p/, /nn/ and /n/ before /m/ (S)						
					1ASLA Modify words using accent marks to change meaning (e.g., el papa, el papa, la papa) (S)					
					1ASLA Construct words using natural diphthongs: ia, ie, io: ua, ue, au, eu: iu, ui /uy/: ai /ay/, ei /ey/, oi /oy/ (S)					
					1ASLA Analyze past tenses using context clues (S)					
					1ASLA Analyze present tenses using context clues (S)					
					1ASLA Analyze future tenses using context clues (S)					
				RF3a Distinguish long and short vowels when reading regularly spelled one-syllable words	RF3a Distinguish short vowels when reading regularly spelled one-syllable words (E)	RF3a Distinguish long vowels when reading regularly spelled one-syllable words (E)		RF3a Distinguish long and short vowels when reading regularly spelled one-syllable words (E)		
				RF3b Know spelling-sound correspondences for additional common vowel teams		RF3b Apply phonics to decode long vowel words with vowel teams (E)	RF3b Know spelling-sound correspondences for additional common vowel teams (E)			
				RF3c Decode regularly spelled two-syllable words with long vowels		RF3c Decode regularly spelled two-syllable words with long vowels (E)				
					RF3c Write vowel teams when representing all long vowel sounds (E)					
				RF3d Decode words with common prefixes and suffixes			RF3d Decode words with prefixes (e.g., re-, un-, mis-) (E)	RF3d Decode words with suffixes (e.g., -ful, -less, -er, -ly, -s, -es, -y, -ies, y; -er, -est; verb ending -ed, verb ending -ing) (E)		
						1ASLA Construct new words using prefixes (S)				
					1ASLA Apply suffixes to create new words using -or, -ora, -ero, -era (S)	1ASLA Construct new words using suffixes (S)				
				RF3e Identify words with inconsistent but common spelling-sound correspondences				RF3e Identify words with inconsistent but common spelling-sound correspondences (E)		
							1ASLA Identify hiatuses with accent marks in print (S)			
							1ASLA Recognize words with a 'z' ending (S)			
							1ASLA Recognize words with a 'd' ending (S)			
					RF3f Recognize and read grade-appropriate irregularly spelled words	RF3f Recognize and read grade-appropriate irregularly spelled words (30 out of 46 Dolch words) (E)	RF3f Recognize and read grade-appropriate irregularly spelled words (43 out of 46 Dolch words) (E)		RF3f Recognize and read grade-appropriate irregularly spelled words (46 out of 46 Dolch words) (E)	
			Fluency			RF4 Read with sufficient accuracy and fluency to support comprehension				
						RF4a Read grade-level text with purpose and understanding				RF4a Read grade-level text with purpose and understanding
RF4b Read grade-level text orally with accuracy, appropriate rate, and expression							RF4b Read grade-level text orally with accuracy, appropriate rate, and expression			

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Reading - Foundational (cont'd)	Fluency (cont'd)		RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary		RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary according to students' instructional level			
Writing	Text Types and Purposes	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write opinion pieces in which students 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	W1 Write opinion pieces about a book	W1 Write opinion pieces that introduce a book or topic, state an opinion, and supply reasons that support the opinion	W1 Write an opinion piece about a topic that includes an opinion, reasons that support the opinion, linking words (e.g., because, and, also) that connect opinion and reasons, and a concluding statement or section		
		W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	W2 Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section			W2 Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement	W2 Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	
		W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 Write narratives that 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	W3 Write narratives that recount short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words (eg first, then, next, last) to signal event order; and provide a sense of closure	W3 Write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words (eg in the mean time, after that) to signal event order, and provide a sense of closure			
	Production and Distribution of Writing	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 (Begins in grade 3)					
		W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	W5 Focus on a topic with guidance and support from adults	W5 Focus on a topic and strengthen writing as needed by revising with guidance and support from adults	W5 Focus on a topic and strengthen writing as needed by revising and editing with guidance and support from adults and peers	W5 Focus on a topic and strengthen writing as needed by revising and editing	
		W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers	W6 Produce writing with guidance and support from adults and collaboration with peers	W6 Produce and publish writing with guidance and support from adults	W6 Produce and publish writing using a variety of digital tools with guidance and support from adults	W6 Produce and publish writing using a variety of digital tools with guidance and support from adults and collaboration with peers	
	Research to Build and Present Knowledge	W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	W7 Participate in shared research and writing projects (e.g., read several books on a single topic to produce a report, record science observations)				W7 Participate in shared research and writing projects, whole group and teacher led (e.g., read several books on a single topic to produce a report, record science observations)	W7 Participate in small-group and teacher-led shared research and writing projects (e.g., read several books on a single topic to produce a report, record science observations)
		W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	W8 Recall information from experiences or gather information from provided sources to answer a question	W8 Recall information from experiences to answer a question with adult support and additional probing questions	W8 Recall information from experiences to answer a question	W8 Gather information from provided sources to answer a question with adult support	W8 Recall information from experiences and gather information from provided sources to answer a question	
		W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	9 (Begins in grade 4)					
	Range of Writing	W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	10 (Begins in grade 3)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)	

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4						
Speaking and Listening	Comprehension and Collaboration	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing students' own clearly and persuasively	SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups										
			SL1a 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)	SL1a Participate in establishing 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)	SL1a 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)								
			SL1b Build on others' talk in conversations by linking their comments to the remarks of others			SL1b Build on others' talk in conversations by linking comments to the remarks of others							
			SL1c Ask for clarification and further explanation as needed about the topics and texts under discussion			SL1c Ask for clarification and further explanation as needed about the topics under discussion	SL1c Ask for clarification and further explanation as needed about the topics and texts under discussion						
		SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	SL2 Recount a text read aloud	SL2 Recount key ideas or details from a text read aloud	SL2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media							
	Presentation of Knowledge and Ideas	SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	SL3 Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	SL3 Answer questions about what a speaker says to demonstrate understanding			SL3 Ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue						
									SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience	SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	
									SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	SL5 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	SL5 Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	SL5 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	
		SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL6 Produce complete sentences when appropriate to the task and situation to provide requested detail or clarification	SL6 Produce complete sentences when appropriate to task and situation to provide requested detail or clarification									
Language	Conventions of Standard English and Spanish	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking										
			L1a Use collective nouns (e.g., group)	L1a Use collective nouns (e.g., group)									
			L1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)										
			L1c Use reflexive pronouns (e.g., myself, ourselves)	L1c Recognize pronouns (e.g., I, me, he, you, she, it, we, they, her, him, us, them)	L1c Use reflexive pronouns (e.g., myself, ourselves)								

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Language (cont'd)	Conventions of Standard English and Spanish (cont'd)	L1 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing	L1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)			L1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told, di, hice, fui)		
					4ASLA Apply present tense of irregular verbs (S)	4ASLA Apply past tense of irregular verbs (S)	4ASLA Apply future tense of irregular verbs (S)	
			L1e Use adjectives and adverbs, and choose between them depending on what is to be modified			L1e Apply adjectives and adverbs appropriately in writing, making sure to choose accurately between them depending on what is to be modified		
							2BSLA Create sentences using adverbs in concordance (S)	
			1ASLA Construct words using -mente (e.g., originalmente) (S)					
			L1f 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")		L1f Expand complete simple sentences using adjectives (e.g., "The boy watched the movie; The little boy watched the movie")	L1f Produce compound sentences linked with and, but, so, and or	L1f 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")	
		L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing					4ASLA Experiment with dialogue dash (guion) (S)
			L2a Capitalize holidays, product names, and geographic names		L2a Capitalize holidays, product names, and geographic names			
			L2b Use commas in greetings and closings of letters				L2b Use commas in greetings and closings of letters	
			L2c Use an apostrophe to form contractions and frequently occurring possessives			L2c Use an apostrophe to form contractions (E)	L2c Use an apostrophe to form contractions and frequently occurring possessives (E)	
			L2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)	L2d Generalize learned spelling patterns when writing words (common short vowel patterns)	L2d Generalize learned spelling patterns when writing words (common long vowel patterns)	L2d Generalize learned spelling patterns when writing words (common other vowel patterns)	L2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)	
							4ASLA Apply 'z' or 'd' ending in appropriate words (S)	
				1ASLA Construct new words from word families (e.g., flor - florero - floreria) (S)		1ASLA Create words using phonetic patterns (S)		
			L2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings			L2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings		
		Knowledge of Language	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices to meaning or style, and to comprehend more fully when reading or listening	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening				
3a Compare formal and informal uses of English and Spanish						L3a Compare formal and informal uses of English and Spanish		
Vocabulary Acquisition and Use	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	L4 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						

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Language (cont'd)	Vocabulary Acquisition and Use (cont'd)		L4a Use sentence-level context as a clue to the meaning of a word or phrase	L4a Apply sentence-level context as a clue to the meaning of a word or phrase				
			L4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)			L4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)		
			L4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition/additional)				L4c Identify known root word as a clue to the meaning of an unknown word with the same root (e.g., addition/additional)	
			L4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)		L4d Predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark) by applying knowledge of the meaning of individual words			
			L4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases			L4e Access glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases		
		L5 Demonstrate understanding of word relationships and nuances in word meanings	L5 Demonstrate understanding of word relationships and nuances in word meanings					
			L5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)	L5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)				
			L5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)				L5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)	
		L6 Acquire and accurately use 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 gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression	L6 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")	L6 Apply words and phrases acquired through conversations and being read to, including using adjectives and adverbs to describe (e.g., "When other kids are happy, that makes me happy")	L6 Apply words and phrases acquired through reading and responding to texts, including using adjectives and adverbs to describe (e.g., "When other kids are happy, that makes me happy")			