



Language Studio

Grade 2

Program Guide

Grade 2

Program Guide



Table of Contents

pg. 2

Welcome to Language Studio

Program Overview	4
------------------	---

pg. 10

The Components

Component Descriptions	12
Icon Key	14

pg. 16

Lesson Facilitation

Lesson Overview	18
Lesson Segments	20
Instructional Strategies	23
The Core Connection	24
Keeping Pace with Primary Instruction	25

pg. 26

Differentiation

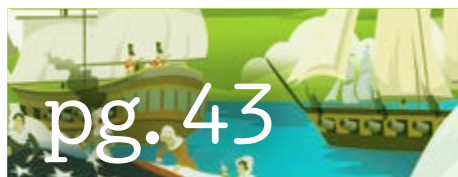
Features of Academic Language	28
Embedded Supports	30



pg. 32

Assessment

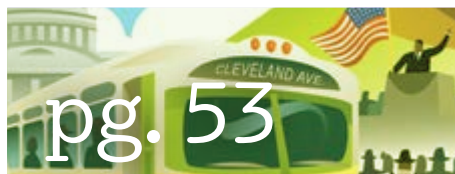
Student Performance Assessment	34
Check for Understanding	35
Formative Assessment	36
Language Proficiency Assessment	37
Language Proficiency Recording Sheets	38
Research and References	40



pg. 43

Teacher Resources

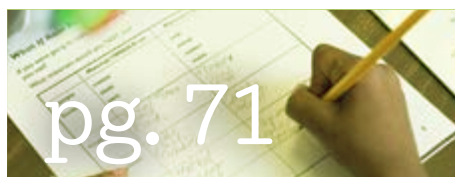
Formative Assessment Informal Observation Record Sheet	45
Language Proficiency Recording Sheets	46
Family Letter	50



pg. 53

Resource Pages

Greek Myths	55
Insects	67




pg. 71

Activity Book Answer Key

Activity Book Answer Key	72
--------------------------	----

Welcome to Language Studio





Language Studio is the designated English Language Development companion for Core Knowledge Language Arts (CKLA). Language Studio provides effective, targeted instruction to address the specific needs of English Language Learners (ELLs). Lessons preview or reinforce language and content introduced during Primary Instruction so that ELLs of all proficiency levels are able to access grade-level content knowledge as they develop academic English and effective expression across domains.



ELLs comprise a diverse student population in terms of language background, prior educational experiences, and background knowledge. Language Studio leverages this wealth of knowledge and provides differentiated instruction that enables ELLs to meet the demands of rigorous language learning standards.

English language learners meaningfully engage with language and the wider world as they actively participate in hands-on activities, collaborative conversations, multimedia presentations, and interactive exercises. These activities not only grant ELLs access to core content, but also promote English proficiency development as they move closer to the ultimate goal of fluency.

Program Overview

Language Studio empowers students to make connections between prior knowledge and new concepts, to build new mental schemas, and to reflect on their own ideas and language use. Making connections, while reflecting on language usage and higher-level thinking, helps ELLs learn a new language and acquire essential content knowledge simultaneously. These skills enable students to consciously make use of cognitive strategies and linguistic practices, while strengthening self-confidence, self-regulation, learning strategies, and purposeful use of language.

Foundational Skills

Development of foundational skills is essential to achieving literacy. These skills begin with Phonological Awareness, Phonics and Word Recognition, Print Concepts, and Fluency. In succeeding grade levels, students transition from learning basic code to advanced code and, finally, morphology.

Content Knowledge

Language Studio lessons present knowledge-rich content through interactive read-alouds, demonstrations, and discussions in a variety of domains from world and U.S. history, to science and nature, to poetry and literature. Informational text is presented in a sequenced, systematic manner to help build background knowledge, vocabulary, and analytical skills. This ensures that students develop content knowledge gradually, yet cumulatively, as they build literacy skills.

Making Meaning

Language Studio lessons are designed to guide students in constructing meaning through purposeful interaction with the text and with each other. Students are exposed to grade-level complex texts and tasks, coupled with strategies and support to ensure they successfully engage with, and work toward, meeting the demands of CKLA Primary Instruction.

Academic English

Language Studio features explicit instruction on general academic and domain-specific vocabulary that is necessary to engage with the text in CKLA domains. English Language Learners practice choosing language resources and producing various text and grammatical structures.

Effective Expression

Language Studio provides English Language Learners with ample opportunities and structure to communicate and collaborate in meaningful ways. Language Studio prompts ELLs to utilize their home language skills to become more successful in language learning. Students are encouraged to read and share background knowledge, or ask and answer questions, in their home language—both at home and in the classroom—whenever appropriate.

Language Domains

ELLs build academic English and ultimately achieve literacy by engaging in activities that provide opportunities to listen, read, speak, and write every day. All Language Studio lesson segments focus on one of these four Language Domains, which help prepare students to participate in a range of academic exercises.

Reading

Language Studio enables ELLs to engage with the same range of text level and complexity as their grade-level peers during Primary Instruction. Language Studio lessons prompt students to identify key ideas and details of a text, including the characters, settings, and major events. Students integrate knowledge and ideas to compare and contrast key details of texts or describe the relationship between illustrations and the text. ELLs gain familiarity with

text craft and structure as they develop strategies to define unknown words in a text and recognize common types of texts, including but not limited to poems, stories, and informational text.

Writing

Students use a combination of drawing, dictating, and writing to compose a range of texts and participate in a variety of shared research writing projects to build and present content knowledge. Students also have multiple opportunities to respond to questions and suggestions and add details to strengthen a writing piece. In later units, students are introduced to digital tools to produce and publish their writing.

Listening

Students participate in a variety of collaborative conversations about grade-level topics and texts. To demonstrate understanding of a text read aloud or information presented orally, students learn to ask and answer questions about key details and/or request clarification if something is not understood.

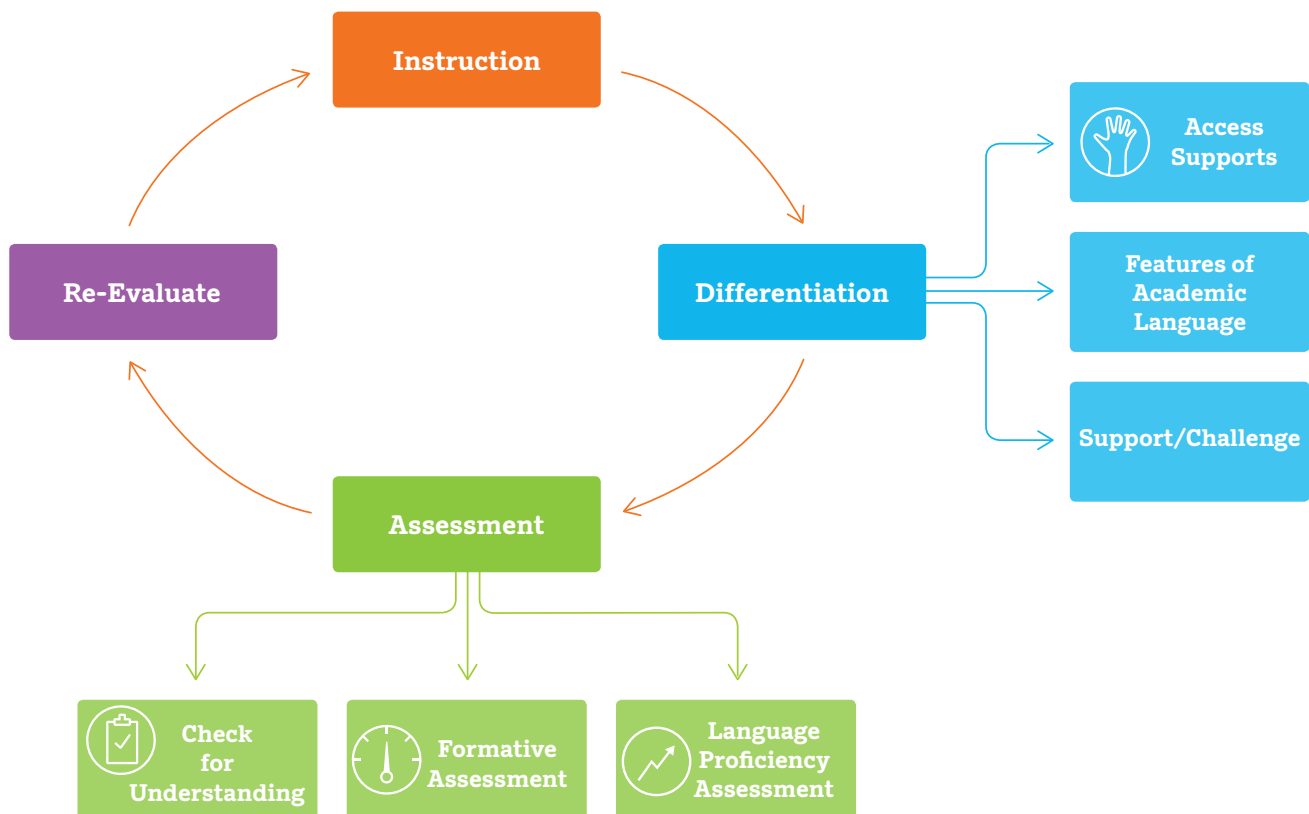
Speaking

Language Studio provides multiple opportunities for ELLs to acquire and demonstrate command of standard English grammar conventions and usage. Students learn strategies to determine or clarify the meaning of unknown or multiple-meaning words and phrases, and explore word relationships and nuances in word meanings. As students use words and phrases acquired through conversations, reading and being read to, and responding to texts, they gain confidence speaking audibly and expressing thoughts, ideas, and feelings clearly.

Differentiated Instruction

Language Studio is designed for designated ELD instruction to be delivered in small groups or one-on-one. Integrated supports enable ELLs to access grade-level content within the context of the Language Studio lesson. These tiered scaffolds support students of all proficiency levels as they develop critical language skills, such as reading comprehension and effective expression. Access supports are aligned with specific lesson objectives and unit assessments, and follow the progression of the lessons with clearly defined student outcomes.

Cycle of Student Evaluation and Support



The CKLA assessment and remediation cycle provides many opportunities for regular, consistent feedback.

Language Proficiency Levels

	STUDENTS WILL PROCESS	STUDENTS WILL PRODUCE
ENTERING	<ul style="list-style-type: none"> Single statements and questions Ideas within words, phrases, and chunks of language Simple grammatical construction Forms and patterns of common everyday speech and academic language General domain-specific words and academic vocabulary Everyday speech and familiar expressions 	<ul style="list-style-type: none"> Single words used to represent ideas Words, phrases, and chunks of language Simple grammatical construction Phrasal patterns associated with common speech and academic language General domain-specific words and academic vocabulary Everyday speech and familiar expressions
EMERGING	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details Compound grammatical constructions Repetitive phrasal and sentence patterns across domains General and some domain-specific content words and expressions Everyday speech and academic vocabulary across domains 	<ul style="list-style-type: none"> Phrases and short sentences Emerging expression of ideas Formulaic grammatical structure and variable use of conventions Repetitive phrasal and sentence patterns across domains General domain-related words and expressions Everyday speech and academic vocabulary across domains
TRANSITIONING	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas Compound, and some complex, grammatical constructions Sentence patterns across domains Specific domain-related content words and expressions Domain-related content words and expressions with common phrases and idioms 	<ul style="list-style-type: none"> Short and some expanded sentences with increasing complexity Expanded expression of one idea and evolving expression of multiple related ideas Repetitive grammatical structure with occasional variation and emerging use of conventions Sentence patterns across domains Specific domain-related content words and expressions Domain-related content words and expressions
EXPANDING	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas A variety of complex grammatical constructions Sentence patterns characteristic of particular domains or texts Specific and some technical domain-related language Domain-specific content words, expressions with multiple meanings, and common phrases and idioms 	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion A variety of grammatical structures and generally consistent use of conventions Sentence patterns characteristic of particular domains or texts Specific and some technical domain-related language Domain-specific content words, expressions with multiple meanings, and common phrases and idioms
BRIDGING	<ul style="list-style-type: none"> Rich, descriptive discourse with complex sentences Cohesive, organized related ideas Compound, complex grammatical constructions A broad range of sentence patterns characteristic of particular domains and text types Technical and abstract domain-related language Domain-related content words and expressions with shades of meaning 	<ul style="list-style-type: none"> Multiple complex sentences Cohesive, organized, and coherent expression of ideas A variety of grammatical constructions matched to purpose and consistent use of conventions A broad range of sentence patterns characteristic of particular domains and text types Technical and abstract domain-related language Content words and expressions with precise, domain-specific meaning



Language Studio Components

Components used to teach Language Studio:

- Teacher Guide (Volumes 1–3)
- Activity Book (one copy per student per volume)
- Flip Book*
- Image Cards*

Note: Primary Instruction materials, such as the Flip Book and Image Cards that accompany read-alouds, are used throughout Language Studio lessons. For more detailed descriptions of these and other components, see Section 1 in this Program Guide.

Diagnostic Tools and Assessments

Language Studio lessons provide targeted remediation, practice, and enrichment for English Language Learners. Each Language Studio lesson includes a variety of diagnostic tools and formative assessments to monitor student performance and progress in key areas, from in-lesson observations to performance tasks and language proficiency assessments. Careful attention to this information, collected on a daily basis, will identify students who may benefit from reteaching and/or additional practice with specific tasks.

Teacher Resources

Several useful materials are provided in the Teacher Resources section of this Program Guide:

- **Take-Home Letter** Students' home, school, and community experiences influence their language development. The Language Studio take-home letter explains and emphasizes the importance of the home/school connection in language development. (English and Spanish)
- **Language Proficiency Recording Sheets** provide a consistent method to track and monitor student progress and language proficiency levels. A separate recording sheet is included for each Language Domain: Listening, Reading, Speaking, and Writing. It is a good idea to make a copy for each student at the beginning of each domain or unit and note performance in each lesson a skill is assessed.
- **Formative Assessment Observation Records** can be used in activities in which informal observation is the primary mode of assessment. Make a copy for each student at the beginning of each domain or unit and note individual student performance and progress for each primary skill evaluated.
- **Resource Pages** include a variety of useful graphic organizers, activity pages, charts, and tables that may be used for display in small groups or copied and used individually for student activities.
- **Activity Book Answer Keys** are provided for activity pages in which a specific answer is desired. Activity pages that either are not completed by students or in which answers may vary are not included.

Additional Materials

Certain activities in Language Studio suggest the use of additional materials. These materials are noted in the Lesson at a Glance section and include commonly available classroom supplies (e.g., sticky notes, colored pencils, markers, index cards). Before teaching each lesson, be sure to review the Lesson at a Glance and the Advance Preparation sections for any necessary materials or preparation.

The Components





The next pages outline the components you will need for Language Studio instruction. It is important to read all of the student materials as well as the teacher materials—they are essential to instruction.

Component Descriptions

Language Studio Components



Teacher Guides

3 T

The Language Studio Teacher Guide provides lesson-by-lesson designated ELD instruction to accompany each CKLA domain. The Language Studio Teacher Guide comprises three separate volumes per grade level.



Activity Books

3 S

Each Language Studio Teacher Guide volume has a corresponding student activity book. The Language Studio Activity Book includes student activity pages that accompany specific Language Studio lessons. This is a student component (i.e., each student should have a Language Studio Activity Book).

Primary Instruction Materials Used in Language Studio

Because Language Studio is designed to complement the Primary Instruction in CKLA, many lessons refer to CKLA Primary Instruction materials. For example, domain-specific Flip Books are used to pre- or reteach certain concepts and vocabulary. This familiarity and repetition will promote development of content knowledge by encouraging acquisition of vocabulary and academic English.



Teacher Guides

12 T

Language Studio lessons directly align to content delivered in Primary Instruction. It may be helpful to preview each corresponding lesson in the Primary Instruction Teacher Guide to provide context.

Teacher Resource Website

ckla.amplify.com

- **Digital Components** - Digital versions of the Flip Books and Image Cards required in Language Studio instruction are available online.
- **Assessment and Remediation Guide** - The Assessment & Remediation Guide provides additional instructional material for assessing, analyzing, and remediating specific foundational skills taught in CKLA. This comprehensive manual includes teacher resources, mini-lessons, and activities to assist students who may benefit from additional support or practice.



Key

- # Quantity
- T Teacher Component
- S Student Component



Flip Books

12 T

The oversized, spiral-bound books with lesson-specific images are used frequently in Language Studio lessons. [One per domain]



Image Cards

11 T

The set of personal-sized, domain-specific images may be used to support instruction in Language Studio. [One per domain]

Language Studio Components

- ☐ Language Studio Teacher Guide (three volumes)
- ☐ Language Studio Activity Book (one per volume/student)
- ☐ Domain Flip Books*
- ☐ Domain Image Cards*
- ☐ Domain Teacher Guides*

**Primary Instruction materials*



Icon Key

Activity Pages



Activity Page

An activity page is provided to practice a new skill or demonstrate knowledge that corresponds to this segment of the lesson.



Language Proficiency Assessment Activity Page

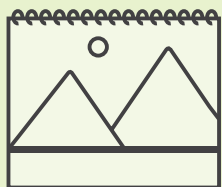
An activity page that corresponds to this lesson segment is provided to evaluate student language proficiency.



Formative Assessment Activity Page

An activity page that corresponds to this lesson segment is provided to measure student performance.

Components



Flip Book

Display the Flip Book image indicated at this point in the lesson.



Image Cards

The designated Image Cards from Primary Instruction are used in this segment of the lesson.

Alerts



Segment Time

Indicates the amount of time designated for this segment of the lesson.



Access Support

Additional support for students to access grade-level content, scaffolded for various proficiency levels.



Check for Understanding

A quick check-in to measure student understanding of content and skills relevant to the lesson objectives.



Formative Assessment Activity

An activity designed to measure student performance. Used to help plan for appropriate differentiation of instruction.



Language Proficiency Assessment Activity

An activity page that corresponds to this lesson segment is provided to evaluate student language proficiency.

Lesson Facilitation



Language Studio includes daily designated ELD lessons to help ELLs successfully access the core content in CKLA. This complementary approach aligns with Primary Instruction to support all language proficiency levels and facilitate successful differentiated instruction. It is important to note that Language Studio does not replace CKLA Primary Instruction, *it complements it*.



Lesson Overview

Each Language Studio lesson begins with a Lesson Overview, which includes the Primary Focus, Formative and/or Language Proficiency Assessments, and Lesson at a Glance.

1. Primary Focus

This lists the primary objective(s) of the lesson, by language domain.

2. Formative Assessment

Activities that may be used to assess mastery of the primary focus objectives.

3. Language Proficiency Assessment

Activities that may be used to identify students' language level along a continuum of proficiency (entering, emerging, transitioning, expanding, and bridging).

LESSON

4

IMMIGRATION

From Ireland to New York City

PRIMARY FOCUS OF LESSON

Listening

Students will identify the domain-specific words *emigrate/immigrate* and *blight*.

Reading

Students will identify and discuss push and pull factors related to Sean and Fiona.

Speaking

Students will construct cause and effect statements.

FORMATIVE ASSESSMENT

Speaking

Cause and Effect [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Push and Pull Factors [Activity Pages 1.2S and 1.3S]

LESSON AT A GLANCE

	Time	Materials
Look Ahead		
Vocabulary Preview: <i>Emigrate/Immigrate, Blight</i>	10 min.	❑ Image 4A-1
Rewind		
Push and Pull Factors	10 min.	❑ Activity Pages 1.2S and 1.3S ❑ Language Proficiency Recording Sheet
Looking at Language		
Sentence Builder	10 min.	❑ Image 4A-4

ADVANCE PREPARATION**Rewind**

- Prepare Activity Pages 1.2S and 1.3S. Identify the factor strips that are associated with Sean and Fiona.
- Prepare Language Proficiency Recording Sheet for Reading.

4. Lesson at a Glance

The Lesson at a Glance provides a brief visual summary of the content and sequence of the lesson segments, including designated time and materials.

Advance Preparation

Advance Preparation details any preparation that may be necessary before the lesson. This may include gathering materials or preparing to display Image Cards or Flip Books. Any pertinent Notes to Teacher are also provided in this section.



Lesson Segments

Each Language Studio lesson is divided into segments that focus on explicit instruction to support student proficiency in the primary focus objectives stated in the Lesson Overview.

Rewind

When learning new concepts and skills, ELLs benefit from frequent review and practice. This is especially effective when it involves opportunity for peer collaboration.

Rewind features brief, interactive tasks that review the primary goals of the previous primary instruction lesson. These lessons play an important role in strengthening students' understanding of recently acquired knowledge and skills.

Look Ahead

Previewing content and learning key vocabulary words prior to a lesson enables ELLs to develop or strengthen mental schemas into which they can map newly acquired knowledge. Engaging in discussions, making predictions, and asking questions about a topic prior to instruction helps ELLs build background knowledge that can enhance their understanding of the topic.

Look Ahead allows students to preview or prepare for upcoming lesson content and vocabulary. Activities may include making predictions, previewing key words, and drawing connections with students' prior experiences as well as their linguistic and cultural backgrounds.

Hands-On

Hands-On activities allow ELLs to engage with physical materials during the lesson.

Early learners benefit from focus on the structure and language of various text types and multi-modal learning experiences.

Focus on Text

Focus on Text provides students with the opportunity to learn to compare and contrast different text types (e.g., narrative, informational, opinion).

Vocabulary Building

Explicit vocabulary instruction is especially critical for ELLs because vocabulary plays the most important role in text complexity, and determines how likely students are to understand a text.

Vocabulary Building engages students in exercises that involve learning not only parts of speech and use of conjunctions, but also words with multiple meanings, academic language, and content-specific words.

Looking at Language

Looking at Language involves explicit grammar instruction that encourages students to take a close look at how language is formed at the sentence level and how individual words or phrases within a sentence fit into the text as a whole.

Talk Time

Students learn about language and culture through meaningful use and interaction. Classroom discussions with peers allow ELLs to practice exchanging information, offering opinions, negotiating with others, and adapting language to fit different contexts. This also helps develop social and academic language.

Talk Time provides students with opportunities to engage in collaborative academic conversations and practice using language for academic functions (e.g., asking questions or giving and supporting opinions).

On Stage

On Stage allows learners to present and listen to others' presentations. They may recount experiences, retell stories, or explain ideas from a given lesson.

Oral presentations are effective activities for developing both oral English language proficiency and communication skills. ELLs can practice speaking in English as they orally deliver information to an audience; classmates can practice listening for information and reflecting on the message they received.

Read About It

Read About It provides students with the opportunity to practice processing information presented orally and visually. This lesson segment addresses comprehension of texts being read aloud, in anticipation of learning to engage in classroom discussions about the meaning of texts.

ELLs need to engage with grade-level texts and establish an understanding by gathering facts and details, analyzing how details and ideas develop throughout texts, and making inferences, all while building content knowledge and vocabulary.

Write About It

Writing about a given topic and orally presenting information support development of essential language skills such as reading and comprehension. Writing in response to texts not only provides an opportunity to practice basic writing skills, but it also helps improve reading comprehension, enhance understanding of specific concepts, and build academic vocabulary.

Write About It supports the writing tasks that appear in Primary Instruction. These tasks are generally broken out to support ELLs as they incrementally arrive at a polished piece of writing.

Connections

Background knowledge is among the most significant factors that affect an ELL's ability to comprehend a given topic or text. Drawing upon students' cultural and linguistics knowledge, experiences, and background knowledge can facilitate and promote learning.

Connections introduces students to the organization and basic features of print. Students have frequent opportunities to engage in print concepts (e.g., follow words from left to right, top to bottom, and page by page) and identify significant components of a trade book (e.g., the cover, title page, author, illustrator).



Instructional Strategies

Several instructional strategies are embedded into every Language Studio lesson:

- ☑ Anticipation guides
- ☑ Modify speech
- ☑ Focus on key vocabulary
- ☑ Total Physical Response (TPR) (Students are given commands in English and respond with whole-body actions.)
- ☑ Visual aids
- ☑ Yes/no questions
- ☑ Expand on yes/no questions with expanding and bridging
- ☑ Students are given ample wait time to formulate an answer, or are asked to extend or build on a peer's response.
- ☑ Single word answers
- ☑ Cloze exercises (sentence frames/forms and functions)
- ☑ Expand on student's language/response
- ☑ Role play
- ☑ Model explicit language
- ☑ Facial and hand expressions
- ☑ Think-Pair-Share
- ☑ Graphic organizers (e.g., predicting, describing, explaining, defining)
- ☑ Brainstorming

The Core Connection

Student development of academic language and academic content knowledge are inter-related processes. Language Studio provides students with opportunities to apply the literacy skills they learn in Skills and the background knowledge they develop in Primary Instruction in a small group setting.

Foundational Skills and Background Knowledge

CKLA's complementary approaches are implemented across two instructional strands to provide the differentiated instruction that ELLs need.

Foundational Skills

Skills lessons provide comprehensive instruction in foundational reading skills, including phonological awareness, phonics and word recognition, and language skills such as conventions of English, spelling, and grammar, as well as reading comprehension and writing instruction. Skills lessons include integrated English language development features such as Universal Access, Access Supports, and Additional Support. **Because developing foundational skills is crucial for achieving literacy, it is especially important that students receive this segment of Primary Instruction every day.**

Primary Instruction

Primary Instruction is centered around complex narrative and informational read-aloud texts. This strand focuses on background knowledge and vocabulary acquisition, analysis of complex text, and speaking and listening. Language Studio provides the designated English language development to help students successfully access the core content in Primary Instruction. Language Studio is designed to accompany and aligns with the content in Primary Instruction. **ELLs should receive 30 minutes of additional instruction each day to ensure success in Primary Instruction.**




Keeping Pace with Primary Instruction

Language Studio provides lesson-by-lesson designated ELD instruction to accompany and support every primary instruction lesson in CKLA. Begin each Language Studio domain at the same time as the corresponding CKLA domain (e.g., Language Studio Insects Lesson 4 corresponds with the CKLA Insects Lesson 4). There are a total of 117 30-minute Language Studio lessons in Grade 2.

Domain Name	Number of Lessons
1 Fairy Tales and Tall Tales	8
2 Early Asian Civilizations	14
3 The Ancient Greek Civilization	12
4 Greek Myths	10
5 The War of 1812	8
6 Cycles in Nature	9
7 Westward Expansion	9
8 Insects	8
9 The U.S. Civil War	11
10 Human Body: Building Blocks & Nutrition	9
11 Immigration	10
12 Fighting for a Cause	9
Total Lessons	117

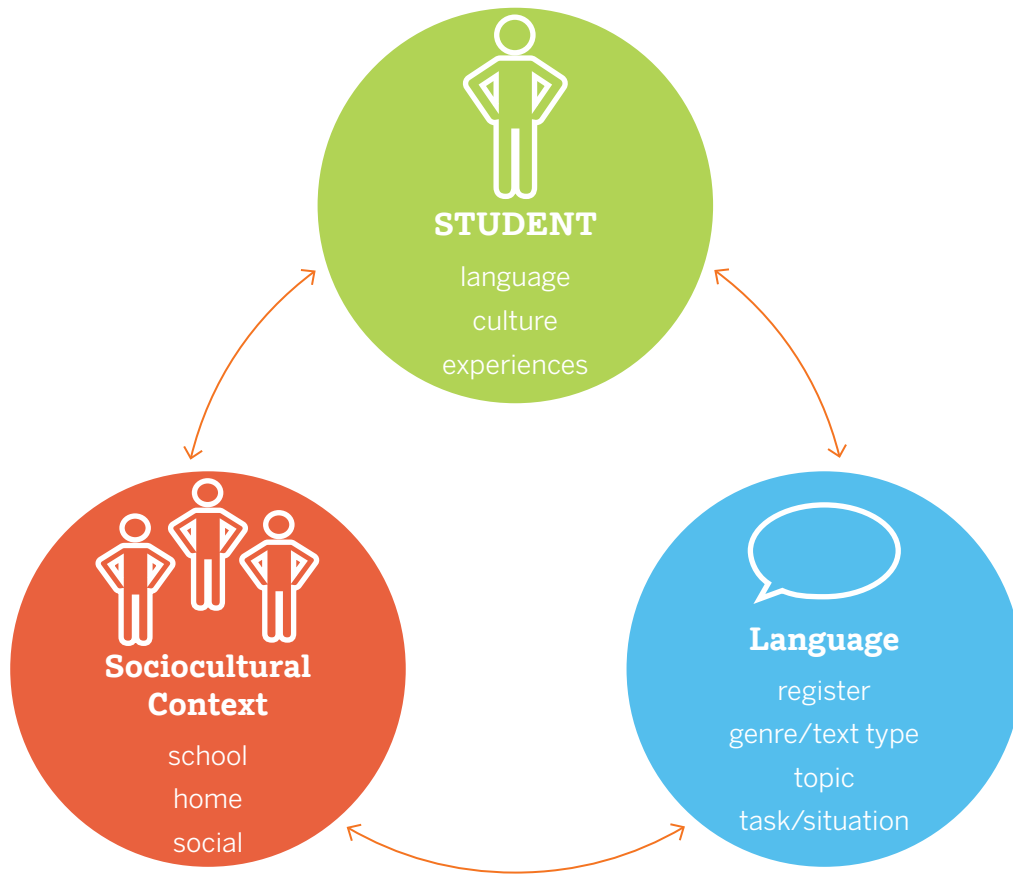
Differentiation





Language Studio provides multiple opportunities to support students as they advance across the language proficiency continuum.

Features of Academic Language



English Language Learners cannot develop academic language in isolation. The sociocultural context of word usage informs academic language development which, in turn, affects a student's ability to produce and understand oral and written communication.

Each Language Studio lesson includes a summary of the linguistic complexity, language forms and conventions, and tiered vocabulary usage addressed in the lesson.

Discourse Features

Discourse Features explains the linguistic complexity of the lesson and identifies how students will use language in interactive and meaningful ways. [Discourse Level]

Language Forms and Functions

Language Forms and Functions provides sentence starters and frames to help boost confidence in language proficiency as ELLs practice vocabulary in context, use academic words, stretch language production, and learn how to frame a response, comment, or question. [Language Level]

Vocabulary

Vocabulary identifies general academic and domain-specific words and phrases that are central to the lesson's theme or topic. It also calls out high-frequency everyday speech or multiple-meaning words used in the lesson. [Word Level]

Features of Academic Language

This table summarizes the specific Features of Academic Language that are introduced or addressed in the lesson (discourse features, language forms and functions, and vocabulary).

Additional Supports and Differentiation

Support

Support sidebars include additional modifications to reinforce instructional support for ELLs.

Challenge

Challenge sidebars provide options to extend activities for students who may be ready for an additional challenge.

Support

Sentence frame:
"I excrete sweat when ____."

98

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Answer questions using domain-specific terms *excrete* and *excretory system*.
- Write about the excretory system in a journal.

Language Forms and Functions

I excrete sweat when . . .

The other parts of the excretory system are . . .

The excretory system is made up of . . .

The excretory system is important because . . .

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
bladder excretory system kidney sweat	excrete waste	get rid of

Start Lesson

Lesson 6: The Excretory System

Vocabulary Building



Primary Focus: Students will answer questions using domain-specific terms *excrete* and *excretory system*.

VOCABULARY PREVIEW (10 MIN.)

Excrete

You will hear about how our bodies excrete the food and liquids we eat.

Say the word *excrete* with me three times.

Definition: *Excrete* means to force out or get rid of something that is not needed.

Example: Our bodies excrete liquids in the form of sweat and urine.

Ask: When do you excrete sweat? When do you excrete urine? Do you think it is important that your body excretes sweat and urine? Try to use the word *excrete* when you answer.

The Human Body: Building Blocks and Nutrition Language Studio 10

Activity Page 8.1S

**Support**

If necessary, students may also cut out the parts of each sentence to unscramble them physically.


Writing
 Modifying to Add
 Details
Entering/Emerging

Help students put strips in the correct order and identify whether an adjective or adverb should go in each blank. Provide a bank of adjectives and adverbs that can be used to fill in the blanks.

Transitioning/Expanding

Brainstorm a list of adjectives and adverbs that could go in the blanks.

Bridging

Challenge students to create their own detailed sentences with partners, using adjectives and adverbs about Cesar Chavez.

Embedded Supports

Support, Challenge, and Access supports focus on developing English language proficiency and content knowledge during instruction. Support and Challenge supports include suggestions for supporting or extending the instruction in a specific lesson segment. Access supports provide tiered instruction to support all levels of English language proficiency in relation to the lesson's primary focus objectives.

This allows in-lesson flexibility to address specific learning needs by suggesting ways to adjust the pacing of instruction, providing guidance on explicit instruction for academic and domain-specific vocabulary, and offering deeper support for syntactic awareness. Access supports also feature instructional tools to adjust:

- Required modes of participation, such as using visual supports or receptive approaches for checking comprehension, assignments given in home language, and explicit references to academic English.
- Expressive language demands, such as providing sentence frames and providing yes/no rather than open-ended questions.
- Timing/immediacy of support during the lesson, such as providing additional scaffolds, such as pictures or props, and explicit attention to vocabulary.

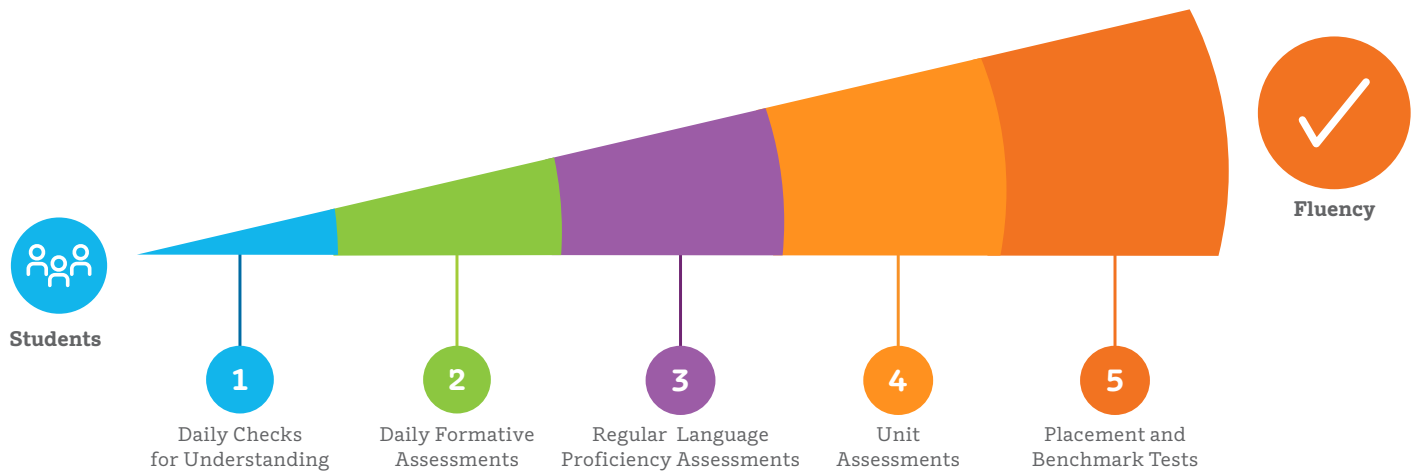


Assessment



Checks for Understanding and Formative Assessment provide information to help determine areas where additional support and practice are needed.

Student Performance Assessment



Checks for Understanding, Formative Assessments, and Informal Observation provide the information to seamlessly and effectively differentiate instruction.

Each Language Studio lesson segment includes a Formative Assessment and/or Language Proficiency Assessment to monitor individual student performance and track progress in the primary lesson objectives. Quick Checks for Understanding to evaluate student performance, as a group, are also designated throughout each lesson.

Careful attention to this information, collected on a daily basis, will make it possible to quickly determine which students may benefit from reteaching and/or more practice in particular areas. These assessment opportunities are clearly marked at the point of instruction at which they are suggested to be administered.

Domain-specific content assessments (Mid-Unit and Unit Assessments) and grade-level placement and/or benchmark tests (Beginning-of-Year and End-of-Year Assessments) for all students are included in Primary Instruction materials.



Check for Understanding

It is important to pause periodically to monitor student understanding and determine whether students are ready to move on with a particular concept. These exercises will identify areas within the context of the lesson where it might be helpful to adjust instruction. Checks for Understanding are often presented as oral peer collaboration exercises.

For partner grouping, such as with **Turn and Talk**, plan how to pair students before the lesson. For example, pair students with home language peers or emerging learners with mentors who are more secure in the specific objective. As students interact with a peer, make a point to listen to partner pairs to evaluate each student's level of understanding, and take the opportunity to correct any misconceptions.



Check for Understanding

Making Choices: You will hear many exaggerations in the tall tales. When you hear an exaggeration, do or say this _____. [Prompt students to do a movement or make a noise.]

- Claire eats cereal for breakfast.
- Claire eats twenty bowls of cereal for breakfast.
- When Paul snored, his neighbor thought it was an earthquake.



Formative Assessment

Each Language Studio domain includes several opportunities for Formative Assessment. Formative Assessments range from in-the-moment adaption to opportunities for individual, small group, and whole group reteach and review. These tasks are used to monitor the extent to which students are mastering the primary lesson objectives. Formative Assessments often include a corresponding activity page with prompts or questions that allow students to apply the primary knowledge or skills of the lesson.

Formative Assessments may also be a small group project or presentation that allows students to demonstrate proficiency and receive timely feedback. Student performance on these activities will provide a clear picture of individual progress and help identify whether and how to differentiate instruction.

Depending on group size, it may not be possible to observe every student during every lesson segment. The overall goal is to observe each student's performance in primary focus objectives at least once over the course of the domain. To record and track student performance, use an Observation Record like the one provided in Teacher Resources.



Formative Assessment

Sentence Builder: [Show Image 4A-4.] Use subordinating conjunctions to connect the ideas describing the image.



Language Proficiency Assessment

Students develop language proficiency in listening, speaking, reading, and writing interdependently, as well as at different rates and in unique ways. Several lesson segments designate opportunities to evaluate individual student proficiency levels in one or more of these Language Domains. These tasks provide students the opportunity to demonstrate specific skills in relation to a continuum of proficiency or standards and serve as informal performance-based assessments.



Q & A

Asking and answering questions is one way to find out what we've learned about a topic. In small groups, ask and answer questions about the topic of today's read-aloud.

Example: What are civil rights?

» Civil rights are rights given by the government to the people.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate student’s language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Knowledge/Lesson	K12L1
Activity Name	Q & A
Proficiency Levels	
Entering	Student matches key words and phrases to the image with support.
Emerging	Student identifies a few key words and phrases that relate to the image.
Transitioning	Student asks and answers questions using key details from the text with support.
Expanding	Student asks and answers questions using key details from the text.
Bridging	Student tells how key details support the main idea of the text.

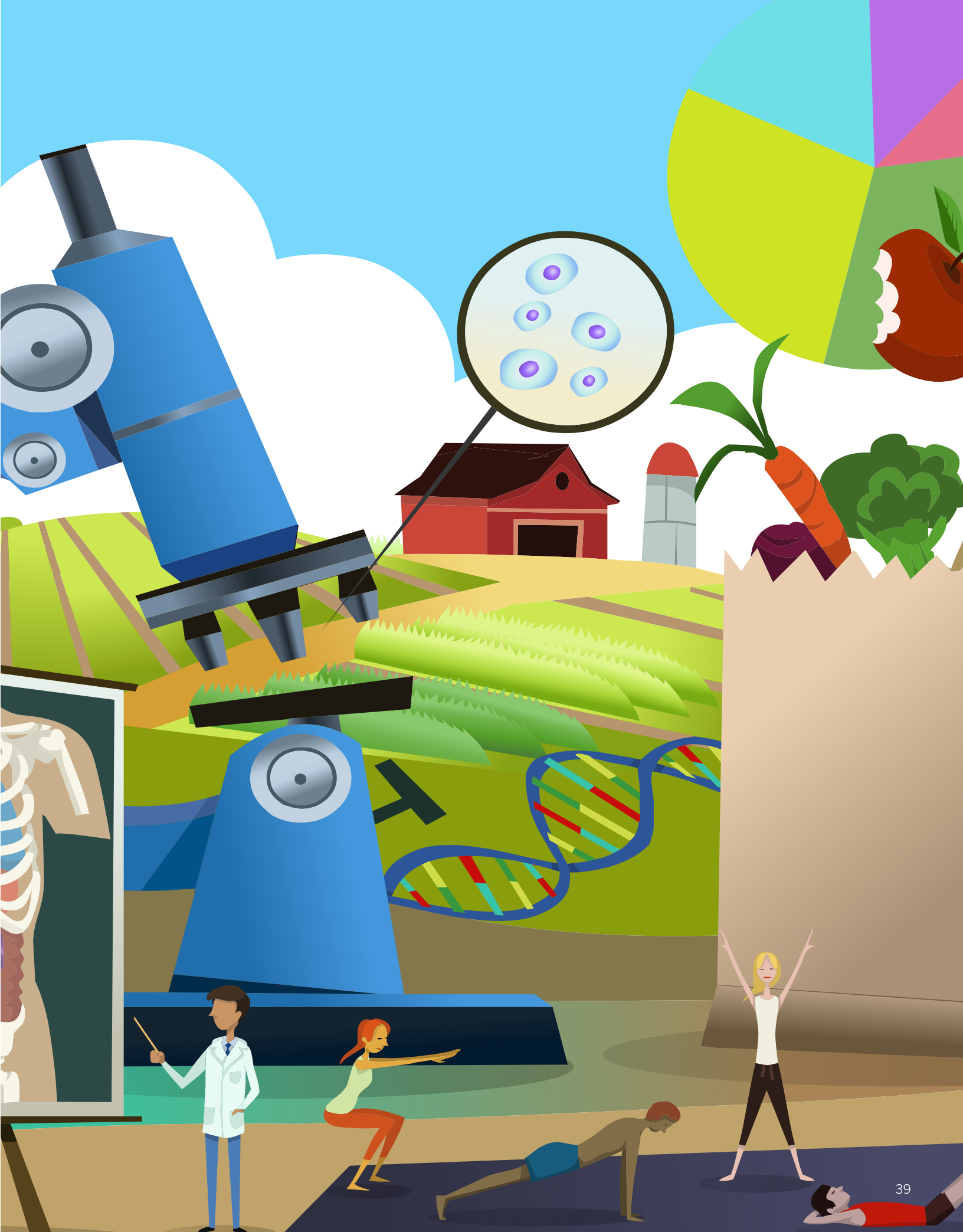
Language Proficiency Recording Sheets

To facilitate evaluation of student language proficiency, an Evaluation Tool is located at the end of each Language Proficiency Assessment exercise. This chart provides a brief description of what students at each proficiency level should be able to produce and often includes suggestions for additional support.

Use the Recording Sheets located in the back of this Program Guide to track and record student proficiency and note any specific areas of concern or success.

Note: See page 7 of the Welcome section for more information on Proficiency Levels.

As the primary goal of Language Studio is to move students toward fluency, it is essential to consistently monitor and track student progress. Before the start of each domain, prepare the Language Proficiency Recording Sheets provided in Teacher Resources, one for each student. Over the course of the domain, observe each student and note student performance. Use this record to gain valuable insight into gaps in individual language proficiency and determine the need for remediation and support.



Research and References

August, D. (2008). Oral language development in English-language learners: Research findings and promising practices. Webcast presentation. Center for Research on the Educational Achievement and Teaching of English Language Learners and Center for Applied Linguistics.

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice, 20*(1), 50-57.

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., . . . Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school. Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/www/publications_reviews.aspx

Bangert-Drowns, R. L., Hurley, M. M., & Wilkinson, B. (2004). The effects of school-based writing-to-learn interventions on academic achievement: A meta-analysis. *Review of Educational Research, 74*(1), 29–58.

Block, C.C., Gambrell, L. B. & Pressley, M. (2002). *Improving comprehension instruction: Rethinking research, theory, and classroom practice*. New York, NY: Guilford.

Council of Chief State School Officers. (2012). Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. Washington, DC: CCSSO.

Gottlieb, M., & Hamayan, E. (2007). Assessing oral and written language proficiency: A guide for psychologists and teachers (G. B. Esquivel, Ed.). In E. C. Lopez, S. G. Nahari, & S. L. Proctor (Eds.), *Handbook of multicultural school psychology: An interdisciplinary perspective* (pp. 245-264). New York, NY: Routledge.

Gottlieb, M., & Ernst-Slavit, G. (2013). *Academic language in diverse classrooms: Definitions and contexts*. Newbury Park, CA: Corwin.

Graves, M. F. (2006). *The vocabulary book*. New York: Teachers College Press, International Reading Association, and National Council of Teachers of English.

Graves, M. F. & Fink, L. S. (2007). Vocabulary instruction in the middle grades. *Voices from the Middle, 15*(1), 13-19.

Guskey, T. (2003). How classroom assessments improve learning. *Educational Leadership, 60*(5), 6-11.

Hammond, J. & Gibbons, P. (2005). *Putting scaffolding to work: The contribution of scaffolding in articulating ESL instruction*. *Prospect, 20*(1), 6-30.

Heritage, M., Walqui, A., & Linquanti, R. (2013, May). Formative assessment as contingent teaching and learning: Perspectives on assessment as and for language learning in the content areas. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, California.

Hirsch, E. D., Jr. (1988, April). *Cultural literacy: What every American needs to know*. New York, NY: Vintage Books.

Hirsch, E. D., Jr. (2007, April). *The knowledge deficit: Closing the shocking education gap for American children*. Boston, MA: Mariner Books.

Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford, England: Pergamon Press.

Moll, L., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

Nagy, W. E., & Scott, J. (2000). Vocabulary processes. In M. L. Kamil, P. B. Mosenbach, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research*, vol. III (pp. 269-284). Mahwah, NJ: Erlbaum.

O'Malley, J.M. & Pierce, L.V. (1992). Performance and Portfolio Assessment for Language Minority Students. Program Information Guide, 9. Washington, DC: National Clearinghouse for Bilingual Education.

Saunders, W., Goldenberg, C., & Marcelletti, D. (2013, Summer). English language development: Guidelines for instruction. *American Educator*, 13-25.

Short, D.J. (1993). Assessing integrated language and content instruction. *TESOL Quarterly*, 27(4), 627-656.

Spolsky, B. (1989). *Conditions for second language learning: Introduction to a general theory*. Oxford, England: Oxford University Press.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In Gass, S. and Madden, C. (Eds.), *Input in Second Language Acquisition*, (pp. 235-256). New York, NY: Newbury House.

Vygotsky, L.S. (1962). *Thought and language*. Cambridge, MA: MIT Press.

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Vygotsky, L.S. (1987). *The genesis of higher mental functions*. Cambridge, MA: Harvard University Press.

The background of the page is a colorful illustration depicting the Battle of the Clouds. In the foreground, three women in 18th-century attire are shown working on a large American flag with stars and stripes. Behind them, a large British ship with a Union Jack flag is on the left, and a large American ship with a stars-and-stripes flag is on the right. In the background, a large red brick fort sits on a green hill. The sky is light blue with soft white clouds.

Grade 2

Teacher Resources





Informal Observation

RECORDING SHEET

Student Name: _____ Domain: _____

Listening	Primary Focus:
	Comments:
Reading	Primary Focus:
	Comments:
Speaking	Primary Focus:
	Comments:
Writing	Primary Focus:
	Comments:

**RECORDING SHEET**

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	



Language Proficiency Reading

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	



RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	



Language Proficiency Writing

RECORDING SHEET

Student Name: _____

Activity	Proficiency Level	Comments
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	
Date: Unit/Lesson: Activity Name:	<input type="checkbox"/> Entering <input type="checkbox"/> Emerging <input type="checkbox"/> Transitioning <input type="checkbox"/> Expanding <input type="checkbox"/> Bridging	



Dear Family Member,

This year we will use Language Studio for the English Language Development part of our instructional day.

Language Studio is a component of the Core Knowledge Language Arts curriculum. In Language Studio, each lesson focuses on developing and strengthening academic English language. Not only will Language Studio develop your child's academic English vocabulary, but it will also build his or her grade-level content knowledge to ensure success. Throughout the instruction your child will preview and reinforce language and content from the CKLA Primary Instruction.

Lessons will focus on reading, writing, listening, speaking, vocabulary, and grammar. Your child will actively engage with these lessons through hands-on opportunities, collaborative conversations, multimedia presentations, and interactive games.

Your child will advance his or her English proficiency levels and move closer to fluency. Language Studio will help students master standards and will teach your child to meaningfully engage with language and the wider world.

Although the primary goal of Language Studio is gaining English proficiency along with content knowledge, we know that students with strong skills in their home language fare better in language learning. One way to encourage a student's growth is to read and share with your child what you know about the subject he or she is learning about this year by asking and answering questions in your home language.



Estimado(a) familiar,

Durante este año utilizaremos Language Studio en nuestras actividades educativas para el desarrollo del idioma inglés.

Language Studio es un componente del programa de estudios de Core Knowledge Language Arts en el que cada lección se centra en desarrollar y fortalecer el nivel académico del idioma inglés. Con Language Studio su niño(a) no sólo desarrollará su nivel académico del idioma inglés, sino que además aumentará sus conocimientos con respecto al contenido de su grado para asegurar que tenga éxito. Durante las actividades pedagógicas, su niño(a) tendrá la oportunidad de ver anticipadamente y trabajar en una parte del programa de educación primaria de CKLA.

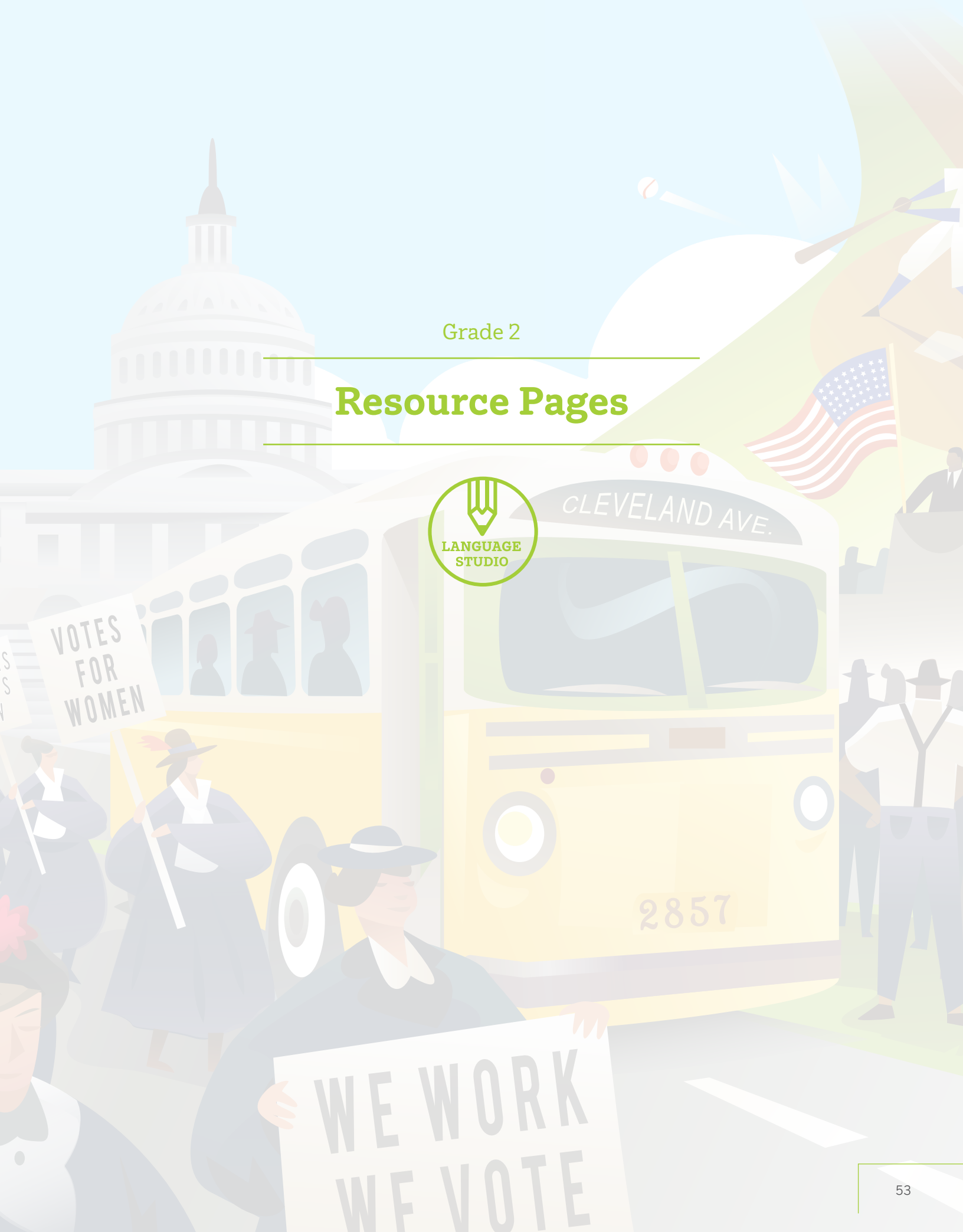
Las lecciones se centrarán en leer, escribir, escuchar, hablar y adquirir vocabulario y conocimientos de gramática. Su niño(a) participará activamente en estas lecciones a través de actividades prácticas, conversaciones colaborativas, presentaciones en multimedios y juegos interactivos.

Su niño(a) avanzará en su nivel de competencia en el idioma inglés y mejorará su fluidez. Language Studio ayudará a que los estudiantes dominen los estándares respectivos y le dará a su niño(a) la capacidad de interactuar en forma significativa con el idioma y con el mundo a su alrededor.

Si bien el propósito principal de Language Studio es lograr que los estudiantes adquieran un nivel de competencia en el idioma inglés, además de los conocimientos respectivos del contenido, sabemos que aquellos que tienen un conocimiento sólido del idioma que hablan en su casa tienen resultados mucho mejores aprendiendo otro idioma. Una forma de estimular el avance de los estudiantes es leer y compartir con su niño(a) todo lo que usted sabe acerca del tema que está estudiando este año, haciendo y contestando preguntas en el idioma que hablan en su casa.

Grade 2

Resource Pages



Language Studio 4

Greek Myths

Resource Pages



Song and Chant for the Twelve Gods of Mount Olympus

Use these songs and chants to the tune of “Farmer in the Dell.”

Introduction

**The Olympian gods of Greece.
The Olympian gods of Greece.
Ruled from Mount Olympus,
The Olympian gods of Greece.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Zeus

**Zeus, the king of gods.
Zeus, the king of gods.
Lightning bolt is in his hand,
Zeus, the king of gods.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Demeter

**Demeter, goddess of grain.
Demeter, goddess of grain.
Blessing harvests of the earth,
Demeter, goddess of grain.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Athena

**Athena, she’s so wise.
Athena, she’s so wise.
Protector of Athens,
Athena, she’s so wise.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Aphrodite

**Aphrodite, goddess of love.
Aphrodite, goddess of love.
And the goddess of beauty,
Aphrodite, goddess of love.**

*The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.*

Hera

Hera, queen of gods.

The famer in the dell.

Hera, queen of gods.

The famer in the dell.

She's the wife of Zeus,

Hi-ho the derry-oh

Hera, queen of gods.

The farmer in the dell.

Dionysus

Dionysus, god of wine.

The famer in the dell.

Dionysus, god of wine.

The famer in the dell.

He's the youngest of them all,

Hi-ho the derry-oh

Dionysus, god of wine.

The farmer in the dell.

Hermes

Hermes is lightning fast.

The famer in the dell.

Hermes is lightning fast.

The famer in the dell.

Messenger for the gods,

Hi-ho the derry-oh

Hermes is lightning fast.

The farmer in the dell.

Hephaestus

Hephaestus, god of fire.

The famer in the dell.

Hephaestus, god of fire.

The famer in the dell.

He's the master blacksmith,

Hi-ho the derry-oh

Hephaestus, god of fire.

The farmer in the dell.

Poseidon

Poseidon rules the sea.

The famer in the dell.

Poseidon rules the sea.

The famer in the dell.

With a trident in his hand,

Hi-ho the derry-oh

Poseidon rules the sea.

The farmer in the dell.

Ares

Ares, god of war.

The famer in the dell.

Ares, god of war.

The famer in the dell.

Violent and destructive,

Hi-ho the derry-oh

Ares, god of war.

The farmer in the dell.

Apollo

Apollo, god of light.
Apollo, god of light.
Playing music on his lyre,
Apollo, god of light.

The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.

Artemis

Artemis loves to hunt.
Artemis loves to hunt.
Bow and arrow in her hands,
Artemis loves to hunt.

The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.

Conclusion

These are the twelve gods.
These are the twelve gods.
Each one has a special power,
These are the twelve gods.

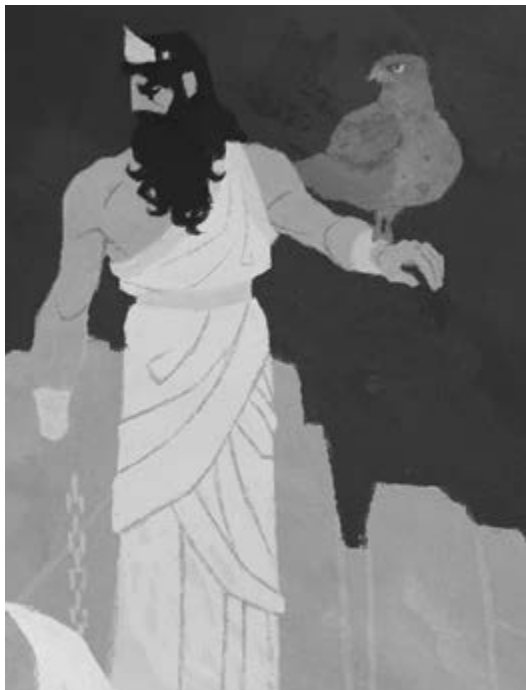
The famer in the dell.
The famer in the dell.
Hi-ho the derry-oh
The farmer in the dell.



Epimetheus



Prometheus



Zeus



Pandora



Demeter



Persephone



Cerberus



Helios



Hades



Athena



Arachne



Theseus



King Aegeus



King Minos



Daedalus



Princess Ariadne



Minotaur



Icarus



Atalanta



Aphrodite



Eros



Hippomenes

Language Studio 8

Insects

Resource Pages



Title: _____

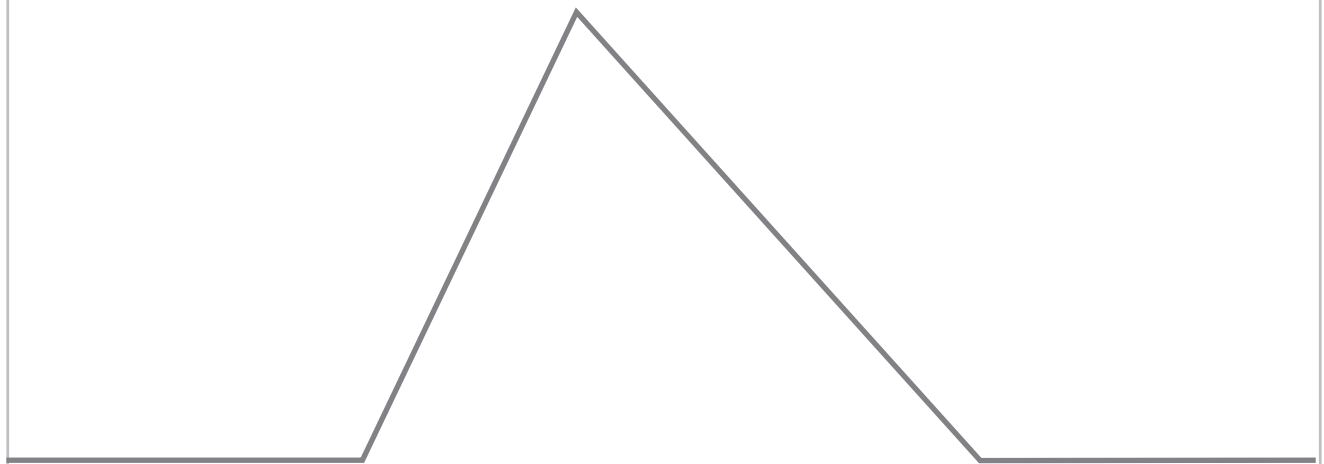
Author: _____ **Illustrator:** _____

Story Elements

Characters/Who:

Setting/Where & When:

Story Map:



On the Back: Draw/write about your favorite part of the story or what you learned from the story.

Topic: _____**Author:** _____**Text Features**

- | | |
|--|--|
| <input type="checkbox"/> Title | <input type="checkbox"/> Maps |
| <input type="checkbox"/> Headings | <input type="checkbox"/> Charts & Graphs |
| <input type="checkbox"/> Pictures & Captions | <input type="checkbox"/> Glossary |

Important Words

Word	Definition
1.	
2.	
3.	

Key Facts or Details

✓ 1.

✓ 2.

✓ 3.

✓ 4.

I WONDER... _____**On the Back:** Draw/write about something you learned from the text.

Grade 2

Activity Book Answer Key



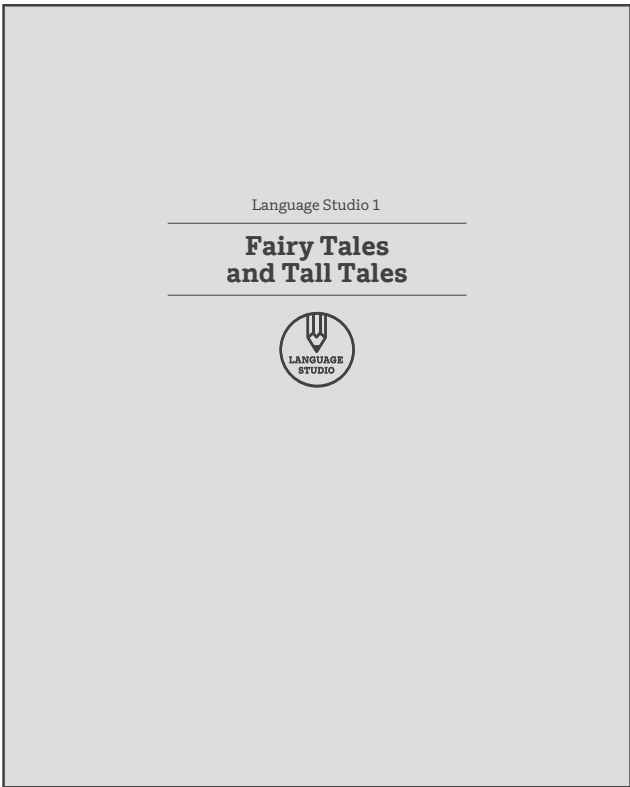
What If Rain Boats

If you were going to make the following boats, what materials would you use?

What materials would you NOT use?

Example	Materials I WOULD use	Materials I WOULD NOT use
Socks	cotton cloth yarn	metal wood plastic
Chair	metal wood plastic rubber	rock foam glass
phone	metal rubber wood	paper glass cotton

Activity Book Answer Key



NAME: _____ DATE: _____ **1.1S** ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

Directions: These pictures show some important parts of the plot of "The Fisherman and His Wife." Look at each picture and think about what is happening. Cut out the pictures and put them in order to show the correct sequence of events. When you are sure that you have them in the correct order, glue or tape them on a separate sheet of paper in the correct order.

1

2

3

NAME: _____ DATE: _____ **1.1S** ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

4

5

6

NAME: _____ DATE: _____ **2.1S** ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

1

2

3

NAME: _____ DATE: _____

2.1S ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

4

5

6

NAME: _____ DATE: _____

3.1S ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

Directions: Fill in the chart with examples from each fairy tale, or put a checkmark in the box if the fairy tale has that characteristic.

	"The Fisherman and His Wife"	"The Emperor's New Clothes"
Royal Family		✓
Magical Characters	✓	
Magical Events	✓	
"Once upon a time" Beginnings	✓	✓
"Happily ever after" Endings		

NAME: _____ DATE: _____

4.1S ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

1. First the merchant rides his horse in a snowstorm.

Then the merchant finds a castle.

2. First the merchant finds a rose garden.

Then the beast appears.

NAME: _____ DATE: _____

4.1S ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

3. Answers may vary but should include sentences beginning with First/Then.

4. Answers may vary but should include sentences beginning with First/Then.



NAME: _____
DATE: _____

5.1S ACTIVITY PAGE

LANGUAGE STUDIO 1: FAIRY TALES AND TALL TALES

Fact or Tall Tale?



Fact

1. Lumberjacks cut down trees.

Tall Tale

2. Paul Bunyan can cut down a tree with one swing.

Tall Tale

3. Paul Bunyan's snores are like an earthquake.

Fact

4. Minnesota had logging camps and sawmills.

Fact

5. People cut down trees to make homes.

Tall Tale

6. Sourdough Sam cooked pancakes in a pan on top of a forest fire.

Tall Tale

7. Paul Bunyan and Babe made the Mississippi River.

Fact

8. The Mississippi River runs from Minnesota to New Orleans.

Directions: Listen as your teacher reads each sentence. Write Fact if the sentence states a fact—or something that is true. Write Tall Tale if the sentence is about something that could only happen in a tall tale.

Language Studio 2

Early Asian Civilizations

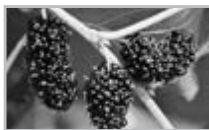


NAME: _____
DATE: _____

11.2S ACTIVITY PAGE

LANGUAGE STUDIO 2: EARLY ASIAN CIVILIZATIONS

Steps for Making Silk



First, collect the eggs. Put them in a special tray.



Next, feed caterpillars chopped mulberry leaves. Wait for them to spin their cocoons.



Then, let them rest for nine to ten days. Bake the cocoons.



Finally, plunge the cocoons in hot water to loosen the silk thread.

Directions: Paste images to show the steps for making silk. Then write phrases or sentences about what to do for each step.

Language Studio 4

Greek Myths



NAME: _____ DATE: _____

3.1S ACTIVITY PAGE

LANGUAGE STUDIO 4: GREEK MYTHS

Directions: These five pictures show events from the myth "Demeter and Persephone." Cut out the five pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue or tape them in the correct order on a piece of paper.

1

2

3

NAME: _____ DATE: _____

3.1S ACTIVITY PAGE

LANGUAGE STUDIO 4: GREEK MYTHS

4

5

NAME: _____ DATE: _____

5.1S ACTIVITY PAGE

LANGUAGE STUDIO 4: GREEK MYTHS

Directions: These six pictures show events from the myth "Theseus and the Minotaur." Cut out the six pictures. Think about what is happening in each one. Put the pictures in order to show the sequence of events in the myth. Glue or tape them in the correct order on a piece of paper.

1

2

3

NAME: _____ DATE: _____

5.1S ACTIVITY PAGE

LANGUAGE STUDIO 4: GREEK MYTHS

4

5

6


NAME: _____
DATE: _____

6.15 ACTIVITY PAGE

LANGUAGE STUDIO 4: GREEK MYTHS


Directions: Listen to each pair of sentences as your teacher reads them. Write First on the blank before the sentence that happened first in the story, and write Then on the blank before the sentence that happens second in the story.

1. First King Minos is upset at Daedalus for helping Theseus.
Then King Minos locks up Daedalus and his son in a tall tower.
2. Then Daedalus makes wings.
First Daedalus asks for books to read and candles.
3. Then Daedalus and Icarus strap on their wings.
First Daedalus teaches Icarus how to ride the winds down to the harbor.
4. First Icarus flies higher and higher.
Then Daedalus watches as Icarus falls down into the sea.

Language Studio 5

The War of 1812

NAME: _____
DATE: _____

1.15 ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812


Directions: Identify which sentence is the cause and which sentence is the effect. Write cause and effect in the blanks. Then connect the two sentences together using the linking word so or because.

1. effect The British blockaded several U.S. ports.
cause The British did not want the United States to trade with the French.
The British did not want the United States to trade with the French, so the British blockaded several U.S. Ports.
2. effect The Americans created a new form of government with representatives.
cause The Americans didn't want to be ruled by kings.
The Americans created a new form of government with representatives because the Americans didn't want to be ruled by kings.

3. cause Thomas Jefferson purchased the Louisiana Territory from France.

effect The size of the United States doubled.

The size of the United States doubled because Thomas Jefferson purchased the Louisiana Territory from France

4. cause The British didn't have enough sailors.

effect The British began to capture men from other countries' ships and force them to join the British navy.

The British didn't have enough sailors, so the British began to capture men from other countries' ships and force them to join the British navy.



NAME: _____

DATE: _____

2.1S

ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812

Directions: Identify which sentence is the cause and which sentence is the effect. Write cause and effect in the blanks. Then connect the two sentences together using the linking word so or because.

1. effect The British commander ordered his men to open fire.

cause The American captain refused to let the British search the *USS Chesapeake*.

The American captain refused to let the British search the *USS Chesapeake*, so the British commander ordered his men to open fire.

2. effect On June 18, 1812, the United States declared war on Great Britain.

cause The British continued to ignore the president's requests to stop interfering.

On June 18, 1812, the United States declared war on Great Britain because the British continued to ignore the president's requests to stop interfering.

3. cause President Jefferson was angry with the British for attacking the *USS Chesapeake*.

effect President Jefferson passed the Embargo Act of 1807.

President Jefferson was angry with the British for attacking the *USS Chesapeake*, so President Jefferson passed the Embargo Act of 1807.

4. cause The War Hawks were furious and wanted to go to war.

effect The War Hawks in Congress put together a committee.

The War Hawks in Congress put together a committee because the War Hawks were furious and wanted to go to war.



NAME: _____

DATE: _____

5.1S

ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812

Directions: Identify which sentence is the cause and which sentence is the effect. Write cause and effect in the blanks. Then connect the two sentences together using the linking word so or because.

1. effect The British sent an army to Washington, D.C.

cause The British wanted to capture the capital city.

The British sent an army to Washington, D.C., because the British wanted to capture the capital city.

2. cause Mrs. Madison wanted to save some items in the White House.

effect Mrs. Madison saved the items that she knew her husband would want.

Mrs. Madison wanted to save some items in the White House, so Mrs. Madison saved the items that she knew her husband would want.

3. effect Mrs. Madison got ready to leave.

cause Mrs. Madison realized that the British soldiers were on their way.

Mrs. Madison realized that the British soldiers were on their way, so Mrs. Madison got ready to leave.

4. effect The Madisons found their home was very badly damaged.

cause The British set fire to the White House.

The Madisons found their home was very badly damaged because the British set fire to the White House.



NAME: _____
DATE: _____

6.1S ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812



Directions: Write the words First, Next, Then, and Last in the blanks to sequence the events from the read-aloud.

1. **Last** _____ the British Army retreated.
2. **Then** _____ the British Army faced a larger U.S. Army and lots of cannons.
3. **First** _____ the people of Baltimore knew the British Army was coming.
4. **Next** _____ the U.S. Army built defensive walls along the side of the city.



1. **First** _____ the British navy began firing rockets at Fort McHenry.
2. **Next** _____ the British ships sailed closer and closer to the fort.
3. **Last** _____ the British navy sailed away.
4. **Then** _____ both sides fired rockets at each other through the night.



NAME: _____
DATE: _____

7.1S ACTIVITY PAGE

LANGUAGE STUDIO 5: THE WAR OF 1812



Directions: Write the words First, Next, Then, and Last in the blanks to sequence the events from the read-aloud. On the back of the activity page, write the events in order, using your own linking words and phrases and underlining them.

1. **Then** _____ General Jackson formed a large army of different kinds of people.
2. **Last** _____ Jackson's army defeated the British Army.
3. **Next** _____ the British continued with a plan to attack New Orleans.
4. **First** _____ a peace treaty was signed, but news of it had not yet reached the soldiers.

Language Studio 6

Cycles in Nature



NAME: _____ DATE: _____ **5.2S** ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

NAME: _____ DATE: _____ **6.2S** ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

NAME: _____ DATE: _____ **9.2S** ACTIVITY PAGE

LANGUAGE STUDIO 6: CYCLES IN NATURE

Language Studio 8

Insects



NAME: _____
DATE: _____

1.15 ACTIVITY PAGE

LANGUAGE STUDIO 8: INSECTS

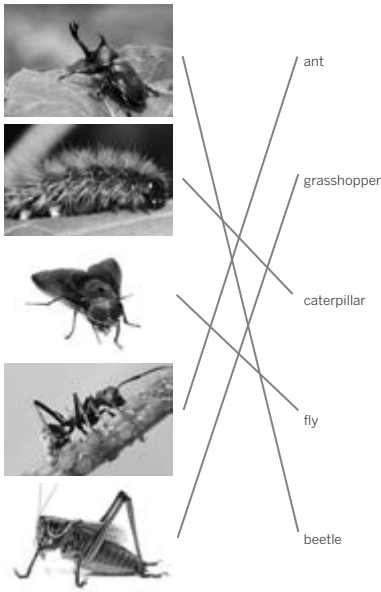
<i>Insect</i>	<i>Know</i>	<i>Wonder</i>	<i>Learn</i>
	fly, has wings; flies; often lands on food	(questions will vary)	hairs on feet act like suction cups; larva stage is called a maggot; complete metamorphosis
	grasshopper; has long legs; jumps	(questions will vary)	feeds on alfalfa plant; is a pest; sings; each type has a different song; communicates by rubbing wings together
	ant; is small; lives in large groups	(questions will vary)	social insect; lives in colonies; builds tunnels and chambers; goes through metamorphosis; has a queen
	caterpillar; has many legs; eats leaves	(questions will vary)	larva stage of complete metamorphosis of a butterfly
	beetle; has a hard shell; has antennae	(questions will vary)	larva stage is a grub; goes through complete metamorphosis; part of largest group of insects; has armor and elytra



NAME: _____
DATE: _____

1.25 ACTIVITY PAGE









LANGUAGE STUDIO 8: INSECTS



NAME: _____
DATE: _____

2.15 ACTIVITY PAGE
CONTINUED


LANGUAGE STUDIO 8: INSECTS

<i>Insect</i>	<i>Not an Insect</i>
	
	
	
	

Language Studio 10

**The Human Body:
Building Blocks and Nutrition**



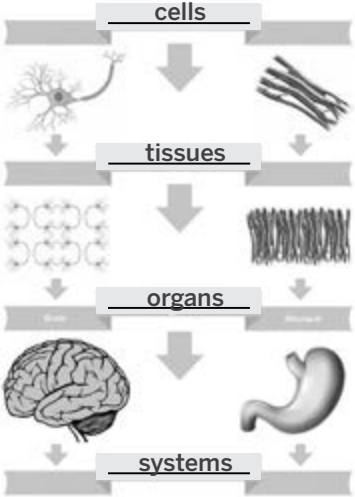

NAME: _____
DATE: _____

4.1S ACTIVITY PAGE

LANGUAGE STUDIO 10: THE HUMAN BODY: BUILDING BLOCKS AND NUTRITION

Word Bank: systems cells
 tissues organs

cells



tissues


organs


systems

Directions: Fill in the blanks with the correct word from the word bank.

Language Studio 11











Immigration





NAME: _____
DATE: _____

1.1S CONTINUED ACTIVITY PAGE

LANGUAGE STUDIO 11: IMMIGRATION





 Push	Pull 
	
	
	
	

Directions: Cut out the images at the bottom of the page and decide whether the image shows pushing or pulling. Place the image in the correct column.



NAME: _____
DATE: _____

1.2S ACTIVITY PAGE

LANGUAGE STUDIO 11: IMMIGRATION

 Push Factors	
The King of England forced everyone to practice his religion.	<div style="display: flex; align-items: center;">  <div> Charles Steinmetz was going to be put into jail because of his writings about Germany. </div> </div>
The potato crop in Ireland died. Many people were starving.	<div style="display: flex; align-items: center;">  <div> Many Chinese were very poor in China. </div> </div>
It was very hard for Lars and Karin to own land and make a living in Sweden.	<div style="display: flex; align-items: center;">  </div>

Directions: As your teacher reads each factor strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip on the correct chart.




NAME: _____
DATE: _____

1.25
CONTINUED


ACTIVITY PAGE

LANGUAGE STUDIO 11: IMMIGRATION




Pull Factors


The Pilgrims wanted to be free to practice their own religion.




Sean and Fiona had enough to eat in America.




Lars and Karin could own land and have their own farm in America.



Charles Steinmetz wanted to find work and have a better life.




Lin Wen and his father came to America to find the "Gold Mountain."




Directions: As your teacher reads each factor strip, decide whether the factor shown on the strip is a push factor or a pull factor. Place each factor strip on the correct chart.

Language Studio 12

Fighting for a Cause





NAME: _____
DATE: _____

2.15

ACTIVITY PAGE

LANGUAGE STUDIO 12: FIGHTING FOR A CAUSE

Directions: Rearrange each set of words to form a complete sentence about Susan B. Anthony. Write your new sentence on the lines below each set of words. Circle the adjectives. Draw a square around the adverbs.

women's suffrage

a brave woman

Susan B. Anthony was

who fearlessly fought for

1. Susan B. Anthony was a brave woman who fought fearlessly for women's suffrage.

strongly believed

all people should have

Susan B. Anthony

an equal right to vote.

2. Susan B. Anthony strongly believed all people should have an equal right to vote.

in an important


election

boldly voted

Susan B. Anthony

presidential

3. Susan B. Anthony boldly voted in an important presidential election.



NAME: _____
DATE: _____

4.15

ACTIVITY PAGE

LANGUAGE STUDIO 12: FIGHTING FOR A CAUSE

Directions: Rearrange each set of words to form a complete sentence about Mary McLeod Bethune. Write your new sentence on the lines below each set of words. Circle the adjectives. Draw a square around the adverbs.

worked tirelessly

safer and healthier

to help make the lives of others

Mary

1. Mary worked tirelessly to help make the lives of others safer and healthier.

quickly and easily

Mary McLeod Bethune was

who learned

student

an excellent

2. Mary McLeod Bethune was an excellent student who learned quickly and easily.

for African American girls

opened a school

a good education

Mary

so they could get

3. Mary opened a school for African American girls so they could get a good education.

82


NAME: _____
DATE: _____
6.1S

ACTIVITY PAGE

LANGUAGE STUDIO 12: FIGHTING FOR A CAUSE

Directions: Rearrange each set of words to form a complete sentence about Rosa Parks. Fill in each blank with an adjective to describe a noun or an adverb to describe a verb. Write your new sentence on the lines below each set of words.

school for African American children. When Rosa was a _____ girl, she went to a _____

1. When Rosa was a _____ girl, she went to a school _____
for African American children.

asked Rosa to get up and move. she _____ stayed in her seat. When the _____ driver _____

2. When the _____ driver asked Rosa to get up and _____
move, she _____ stayed in her seat.

who _____ fought. Rosa Parks was _____ against discrimination. a _____ woman

3. Rosa Parks was a _____ woman who _____
fought against discrimination.


NAME: _____
DATE: _____
8.1S

ACTIVITY PAGE

LANGUAGE STUDIO 12: FIGHTING FOR A CAUSE

Directions: Rearrange each set of words to form a complete sentence about Cesar Chavez. Fill in each blank with an adjective to describe a noun or an adverb to describe a verb. Write your new sentence on the lines below each set of words. Write your own sentence about Cesar Chavez and what he fought for. Try to include at least one adjective or adverb in your sentence.

Cesar Chavez : migrant workers to be _____ treated. who fought for _____ was a _____ man

1. Cesar Chavez was a _____ man who fought for _____
migrant workers to be _____ treated.

and worked _____. received _____ pay. Migrant workers

2. Migrant workers received _____ pay and _____
worked _____.

3. _____

Core Knowledge Language Arts

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Core Knowledge Language Arts

Editorial Staff

Susan Lambert, Vice President, CKLA
Rachel Wolf, Editorial Director
Sarah McClurg, Senior Content Specialist
Elizabeth Wade, PhD, Managing Curriculum Developer
Patricia Erno, Senior Curriculum Developer
Jamie Raade, Senior Curriculum Developer
Marc Goldsmith, Curriculum Developer
Carrie Hughes, Curriculum Developer
Amber McWilliams, ELL Specialist
Brian Black, Managing Copy Editor

Project Management

Matthew Ely, Senior Project Manager
Jennifer Skelley, Senior Producer
Cesar Parra, Project Manager

Design and Graphics Staff

Todd Rawson, Design Director
Chris O'Flaherty, Art Director
Carmela Stricklett, Art Director
Stephanie Cooper, Art Director
Annah Kessler, Visual Designer
Erin O'Donnell, Senior Production Designer
Tim Chi Ly, Illustrator
John Starr, Illustrator

Contributors

Ann Andrew
Desirée Beach
Leslie Beach
Nicole Crook
Stephen Currie
Kira Dykema
Carol Emerson
Jennifer Flewelling
Mairin Genova
Christina Gonzalez Vega
Stephanie Hamilton
Rowena Hymer
Brooke Hudson
Jason Jacobs
Leslie Johnson
Debra Levitt
Bridget Looney
Christina Martinez
Julie McGeorge
Evelyn Norman
Leighann Pennington
Heather Perry
Tim Quiroz
Maureen Richel
Jessica Richardson
Carol Ronka
Laura Seal
Cynthia Shields
Alison Tepper
Karen Venditti
Carri Waloven
Michelle Warner



Amplify.

ISBN 978-1-68161-893-7

© 2016 The Core Knowledge Foundation and its licensors
www.coreknowledge.org

© 2016 Amplify Education, Inc. and its licensors
www.amplify.com

All Rights Reserved.

Core Knowledge Language Arts is a trademark of the Core Knowledge Foundation. Other trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in the USA
NALS01 RRVV 2016

Credits

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.

Regarding the Shutterstock items listed above, please note: "No person or entity shall falsely represent, expressly or by way of reasonable implication, that the content herein was created by that person or entity, or any person other than the copyright holder(s) of that content."

Language Studio 4: Resources

Expert Reviewer

William S. Greenwalt

Writers

James Weiss, Core Knowledge Staff

Illustrators and Image Sources

4.2S: Jake Wyatt; 4.3S: Jake Wyatt; 4.3S (Cerberus): Shutterstock;
4.4S: Jake Wyatt; 4.5S: Meghan Kinder; 4.6S: Meghan Kinder; 4.7S:
Andy Erikson



Center for
Early Reading
Amplify.

ckla.amplify.com

ISBN 9781681618937



9 781681 618937