

### **Oral Expression and Listening:**

#### **Engage in dialogue and learn new information through active listening**

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)
  - Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS:SL.2.1a)
  - Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS:SL.2.1b)
  - Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) \*

#### **Deliver presentations while maintaining focus on topic and be prepared to discuss.**

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
- Use content-specific vocabulary to ask questions and provide information. \*

### **Reading for All Purposes:**

#### **Apply specific skills to comprehend and fluently read literary texts.**

- Use Key Ideas and Details to:
  - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.2.1) \*
  - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
  - Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)\*
- Use Craft and Structure to:
  - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5)
  - Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry
- Use Integration of Knowledge and Ideas to:
  - Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) \*

#### **Apply specific skills to comprehend and fluently read informational texts**

- Use Key Ideas and Details to:
  - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)\*
  - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)
  - Summarize the main idea using relevant and significant details in a variety of texts. \*
- Use Craft and Structure to:
  - Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5) \*

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6) \*
- Use Integration of Knowledge and Ideas to:
  - Compare and contrast the most important points presented by two texts on the same topic. (CCSS:RI.2.9) \*

### **Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy**

- Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)
  - Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
  - Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) \*
  - Read multisyllabic words accurately and fluently. \*
  - Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c) \*
  - Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) \*
  - Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e) \*
  - Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.2.3f) \*
- Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c) \*
  - Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation.
- 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. (CCSS: L.2.4)
  - Use a known root word as a clue to the meaning of an unknown word with the same root (for example: addition, additional). (CCSS: L.2.4c) \*
  - Create new words by combining base words with affixes to connect known words to new words.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
  - Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny, scrawny). (CCSS: L.2.5b)

### **Writing and Composition:**

#### **Write pieces on a topic or book that state opinions and give supporting reasons.**

- Introduce the topic or book they are writing about. (CCSS:W.2.1)
- State an opinion. (CCSS: W.2.1)
- Supply reasons that support the opinion. (CCSS: W.2.1)
- Use linking words (for example: because, and, also) to connect opinion and reasons. (CCSS: W.2.1)
- Provide a concluding statement or section. (CCSS: W.2.1)

#### **Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.**

- Introduce a topic. (CCSS: W.2.2)
- Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
- Provide a concluding statement or section. (CCSS: W.2.2)
- Organize informational texts using main ideas and specific supporting details.
- Apply appropriate transition words to writing.

**Write real or imagined narratives that describe events in sequence and provide a sense of closure**

- Include details to describe actions, thoughts, and feelings.(CCSS: W.2.3)
- Use temporal words to signal event order. (CCSS: W.2.3)
- Provide a sense of closure. (CCSS: W.2.3)

**Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.(CCSS: L.2.1)
  - Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told). (CCSS: L.2.1d)
  - Spell high-frequency words correctly.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
  - Generalize learned spelling patterns when writing words (for example: cage . badge; boy . boil). (CCSS: L.2.2d)