

## Reading Standards for Foundational Skills

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>

### 1. Critical vocabulary and questions as it relates to the standard.

- apply
- phonics
- word analysis
- decoding
- distinguish
- common spelling sound correspondences
- irregular
- long and short vowels
- one- syllable
- spelling- sound correspondences
- vowel teams
- two- syllable
- prefix
- derivational suffixes
- Inconsistent spelling- sound correspondences

### 2. Key Implementation Questions and Answers:

- How do I distinguish the long and short vowels in regularly spelled one-syllable words?
- What are the spelling-sound correspondences for common vowel teams?
- How do I decode regularly spelled two-syllable words with long vowels?
- What are the most common prefixes and suffixes and how do I decode them to understand the meaning of words?
- What words have inconsistent but common spelling-sound patterns?
- How do I recognize and read grade-appropriate irregular spelled words?

**3. Develop “Learning Intention” statements.** *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

- a. I am learning to distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. I am learning the spelling sound patterns for additional common vowel teams.
- c. I am learning to decode regularly spelled two-syllable words with long vowels.
- d. I am learning to identify, decode and know the meaning of words with common prefixes and suffixes.
- e. I am learning to recognize and read grade level appropriate irregularly spelled words.

**4. Establish success criteria by identifying strong and weak work.** *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know I have learned it when I can apply grade level phonics strategies when decoding words.

I will know I have learned this when I can read regular and irregular spelled words.

I will know I have learned this when I can identify prefixes and suffixes and what the meaning of the unknown word is.

**5. Ideas for Relevance** (Authentic Work with a Connection to Real-World) *“I am learning this because”*

- I am learning this because it will help me to be able to read and decode words as well as understand what the words mean.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### 1. Critical vocabulary and questions as it relates to the standard.

- fluently
- comprehension
- purpose
- understanding
- Successive readings
- confirm
- context
- self- correct
- word recognition
- understanding
- rereading

### 2. Key Implementation Questions and Answers:

- a. How do I know the purpose for what I am reading?
- b. How do I show that I understand what I am reading?
- c. How do I use context to confirm and self correct for meaning?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. I am learning to read grade-level text with purpose and understanding.
- b. I am learning to read aloud grade-level text fluently.
- c. I am learning to use context to confirm or self-correct word recognition and understanding.
  - i. I am learning to reread if needed.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can read grade level text fluently with appropriate speed, accuracy and prosody.

I will know that I can comprehend grade level text when I can retell what I read and ask and answer questions about what I read.

I will know that I learned it when I can use context to confirm my understanding of grade level text and make self corrections as needed.

**5. Ideas for Relevance** (Authentic Work with a Connection to Real-World) ***“I am learning this because”***

- I am learning this because it will help me to become a better reader.
- I am learning this because it will help me to use context to confirm or self-correct unknown words I come across and understand.

## Reading Standards for Literature

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b> RL.2.1	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.

### 1. Critical vocabulary and questions as it relates to the standard.

- support
- logical
- inferences
- construct
- meaning

### 2. Key Implementation Questions and Answers:

1. What questions can I ask about the key details in this story?
2. What information from the story supports and answers the question?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to ask who, what, when, where, why, and how questions within a text.  
I can make inferences to answer questions in a text.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can ask who, what, when, where, why and how questions about a text.  
I will know that I learned it when I can answer questions about a text.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- Asking and answering questions helps me to better understand what I am reading.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b> RL2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned, and/or moral, including but not limited to fables and folktales from diverse cultures.

### 1. Critical vocabulary and questions as it relates to the standard.

- Identify
- Determine
- Author's message/lesson/moral

### 2. Key Implementation Questions and Answers:

What is the author's message (lesson/moral) in the story?

How does the information in the text and what I already know help me to understand the moral of the story?

### 3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning the characteristics of fables and folktales.

I can identify and determine the author's message, lesson, or moral ( but not limited to).

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I will know that I learned it when I can use information from the text to summarize the author's message.

I will know that I learned it when I can use information I already know to summarize the author's message.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I can apply lessons learned in stories to my own life.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RL2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

### 1. Critical vocabulary and questions as it relates to the standard.

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|---|--|
| <ul style="list-style-type: none"> <li>● Describe</li> <li>● respond</li> <li>● major</li> <li>● Synthesis (Making meaning)</li> <li>● Story development</li> </ul> | <ul style="list-style-type: none"> <li>● challenges</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul> |
|---|--|

### 2. Key Implementation Questions and Answers:

What major events happened in the story?  
How did the characters in the story respond to the major events?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to describe how characters respond to major events in a story.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can identify the major events in a story.  
I will know that I learned it when I can tell how the characters in the story respond to major events.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because I can create text-to-self connections and better understand what I am reading to build relationships.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RL2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.

### 1. Critical vocabulary and questions as it relates to the standard.

- Describe
- Rhythm
- Rhyme
- Alliteration
- Repetition
- phrases
- Shape meaning
- 
- 
- 

### 2. Key Implementation Questions and Answers:

How does the author use regular beats/alliteration/rhymes and/or repeated lines in this poem?

How does the author use regular beats/alliteration/rhymes and/or repeated lines to shape the meaning of the poem?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to identify rhyme and rhythm within a text.  
I am learning to identify alliteration within a text.  
I can identify repeated lines within a text.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can identify rhyme and rhythm within a text.  
I will know that I learned it when I can identify alliteration within a text.  
I will know that I learned it when I can identify repeated lines within a text.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me with sounds and speech patterns to be able to be a better reader.



<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RL2.5 Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.

### 1. Critical vocabulary and questions as it relates to the standard.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Describe</li> <li>● Drama</li> <li>● Poetry</li> <li>● Prose</li> <li>● linear</li> </ul> | <ul style="list-style-type: none"> <li>● non-linear</li> <li>● circular</li> <li>● structures</li> <li>● contribute</li> <li>●</li> </ul> |
|--|---|

### 2. Key Implementation Questions and Answers:

How does parts of the text contribute to the overall structure of a poem, story or drama?

- a.
- b.
- c.

What is the overall structure of the poem, story or drama?

- d.

What details in the story describe how the beginning introduces the story and concludes the action?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to identify the structure of a poem, drama, and prose.

I am learning to describe how the parts of a text work together to create meaning.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I have learned it when I can describe the overall structure of the poem, story or drama?

I will know that I have learned it when I can describe how the beginning introduces the story and concludes the action?

With support, I have learned to describe the beginning, middle, and end of the story.

**5. Ideas for Relevance** (Authentic Work with a Connection to Real-World) ***“I am learning this because”***

- I am learning this because it will better help me understand what the story is about and be able to have conversations about the overall structure of the story, drama or poem.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RL2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.

### 1. Critical vocabulary and questions as it relates to the standard.

- Acknowledge
- Shape
- Speaking
- Dialogue
- Perspective
- prompting
- voice
- 
- 
- 

### 2. Key Implementation Questions and Answers:

How do I know when a different character is speaking?

- e.
- f.
- g.

How do the point of view of the characters differ?

- h.
- i.

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning about dialogue within a given text.  
 I am learning that characters have different perspectives.  
 I am learning that different character perspectives shape a text.  
 I am learning to speak within a character’s voice.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can show differences in the points of views of characters, by speaking within a different voice for each character when reading dialogue aloud.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will allow me to understand different points of view of others.
- I am learning this because it will allow me to read with expression.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RL2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.

### 1. Critical vocabulary and questions as it relates to the standard.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Character</li> <li>● Setting</li> <li>● Plot</li> <li>● Use</li> <li>● Demonstrate</li> </ul> | <ul style="list-style-type: none"> <li>● illustrations</li> <li>● print/non-print</li> <li>●</li> <li>●</li> <li>●</li> </ul> |
|--|---|

### 2. Key Implementation Questions and Answers:

How do the stories illustrations help me to understand the characters, setting and plot?

How do the words in a story help me to understand the characters, setting, and plot?

### 3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning to use story illustrations to tell about the characters, setting and plot of a story.  
I am learning to use text to tell about the characters, setting and plot of a story.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I know that I have learned it when I can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because it will help me better understand the story that I am reading and be able to summarize the story.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RL2.9 Compare/contrast two or more versions of the same story by different authors or from different cultures.

### 1. Critical vocabulary and questions as it relates to the standard.

- Compare
- Contrast
- Versions of the same story
- cultures

### 2. Key Implementation Questions and Answers:

How are two or more versions of the same story (different authors and cultures) alike?

How are two or more versions of the same story (different authors and cultures) different?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to compare/contrast two versions of the same story.

I am learning to use different graphic organizers to tell how two or more versions of the same story are alike and different.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

#### Strong Work

I know that I learned it when I can compare and contrast two or more versions of the same story (different authors/cultures).

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will allow me to learn about different cultures.
- I am learning this because it will allow me to tell how stories are alike and different.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RL.2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

### 1. Critical vocabulary and questions as it relates to the standard.

- flexibly
- variety
- comprehension
- proficiently
- complex
- monitoring
- visualizing
- inferencing
- summarizing
- analyze

### 2. Key Implementation Questions and Answers:

How can I use comprehension strategies to help me understand what I am reading in a literary text?

How can I use comprehension strategies to help me infer what I am reading in a literary text?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning how to use comprehension strategies to help me understand what I am reading in literacy text.

I am learning how to use comprehension strategies to help me infer what I am reading in literary text.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can fluently read and comprehend literary text at 2nd grade level

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this to become a better reader and understand what I read.

## Reading Standards for Informational Text

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI 2.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.

### 1. Critical vocabulary and questions as it relates to the standard.

- support
- logical
- inferences
- construct
- meaning

### 2. Key Implementation Questions and Answers:

1. What questions can I ask about the key details in the story?
2. What information from the story supports and answers the question?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. *“I am learning”*

3. I am learning to ask who, what, when, where, why, and how questions about key details from the text.
4. I am learning to make inferences to answer questions in a text.
5. I can answer who, what, where, when, why and how questions about key details from the text.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. *“I will know that I learned it when”*

6. I will know that I learned it when I can ask who, what, when, where, why, and how questions about key details from the text.
7. I will know that I learned it when I can make inferences to answer questions in a text.
8. I will know that I learned it when I can answer who, what, where, when, why and how questions about key details from the text.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*



- I am learning this because asking and answering questions helps me to understand what I am reading.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI 2.2 Identify implicit and explicit information from a summary to determine the central idea of a text

### 1. Critical vocabulary and questions as it relates to the standard.

- identify
- explicit
- implicit
- summary
- determine
- central
- idea

### 2. Key Implementation Questions and Answers:

1. What is the central idea of a text?
2. How does the information from the text and what I already know help me to understand the central idea of the text?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to use information from the text to summarize the central message.  
 I am learning to use information that I already know to summarize the central message.  
 I am learning to find the central idea of a text.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can use information from the text to summarize the central message.  
 I will know that I learned it when I can use information that I already know to summarize the central message.  
 I will know that I learned it when I can find the central idea of a text.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because when I use what I know and what the text says I will better understand what the text is about.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI 2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

### 1. Critical vocabulary and questions as it relates to the standard.

- describe
- connection
- individuals
- Historical
- Scientific ideas
- concepts
- technical
- procedures

### 2. Key Implementation Questions and Answers:

1. How can I describe connections between individuals over a course of a text?
2. How can I describe connections between historical events over a course of a text?
3. How can I describe connections between scientific ideas or concepts over a course of a text?
4. How can I describe connections between steps in a technical procedure over a course of a text?

### 3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

1. I can describe the connection between historical events.
2. I can describe the connection between scientific ideas or concepts or steps in technical procedures.
3. I can describe the connection between individuals.

### 4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

1. I will know that I learned it when I can describe the connection between historical events.
2. I will know that I learned it when I can describe the connection between scientific ideas or concepts or steps in technical procedures.
3. I will know that I learned it when I can describe the connection between individuals.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) *“I am learning this because”*

- I am learning this because I will be able to make text to world connections about what I read.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI 2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text. **see language standards L2.4 and L2.5

### 1. Critical vocabulary and questions as it relates to the standard.

- determine
- meaning
- general
- academic
- phrases
- shape

### 2. Key Implementation Questions and Answers:

What strategies can I use to determine the meaning of words and phrases in a text?

How can I use clues from the text to determine or clarify meaning?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to determine the meaning of words and phrases in a text relevant to a grade 2 topic.

I am learning to use clues from the text to determine or clarify meaning?

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can determine the meaning of words and phrases.

I will know that I learned it when I can use clues to determine or clarify meaning.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me understand the meaning of unknown words.
- I am learning this because it will help me understand the relationship between words.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI.2.5 Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

### 1. Critical vocabulary and questions as it relates to the standard.

- identify
- describe
- informational
- text structures
- sequence/chronological
- descriptive structures
- logical
- particular
- contribute
- overall

### 2. Key Implementation Questions and Answers:

How do I use the structure of a text to locate key concepts and monitor comprehension?

How can I use the structure of a text to make connections between sentences and paragraphs in a text and how they add meaning to the overall structure.

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to use the structure of a text to locate key concepts and monitor comprehension.

I am learning to use the structure of a text to make connections between sentences and paragraphs in a text and how they add meaning to the overall structure.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can locate key concepts in informational text.

I know that I learned it when I can make connections between sentences and paragraphs and tell how they add meaning to the text.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me to make connections and find key details in an informational text.



<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.

### 1. Critical vocabulary and questions as it relates to the standard.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● identify</li> <li>● main purpose</li> <li>● answer</li> <li>● explain</li> <li>● describe</li> </ul> | <ul style="list-style-type: none"> <li>● purpose</li> <li>● shapes</li> <li>● content</li> <li>●</li> <li>●</li> </ul> |
|---|--|

### 2. Key Implementation Questions and Answers:

What is the author's purpose?

What is the author trying to answer, explain, or describe?

### 3. Develop "Learning Intention" statements. Describe the standard and/or element(s) as statements of intended learning. "I am learning"

I am learning what the author's purpose is in the text I read.  
I am learning what the author is trying to answer, explain, or describe.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"

I will know that I learned it when I can identify the author's purpose.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) "I am learning this because"

- I am learning this because it will help me identify the main purpose of a text.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.

### 1. Critical vocabulary and questions as it relates to the standard.

- identify
- gained
- visuals
- explain
- contributes

### 2. Key Implementation Questions and Answers:

How can I use diagrams, photographs and captions to help me determine the meaning of a text?  
 How can I use words in the text to help me determine the meaning of a text?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to use diagrams, photographs and captions to help me determine the meaning of a text.

I am learning to use the words in a text to help me determine the meaning of a text.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can explain how pictures, photographs, and captions to help me determine the meaning of the text.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me to determine the meaning of a text.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI.2.8 Describe how reasons support specific claims the author makes in a text.

### 1. Critical vocabulary and questions as it relates to the standard.

- describe
- reasons
- support
- specific
- claims

### 2. Key Implementation Questions and Answers:

How do reasons support specific points the author makes in a text?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning how to describe how reasons support the points the author makes.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can describe how reasons support points the author makes.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me understand what the author is trying to tell me about a text.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic.

### 1. Critical vocabulary and questions as it relates to the standard.

- |                |   |
|----------------|---|
| ● describe     | ● |
| ● relationship | ● |
| ● theme        | ● |
| ●              | ● |
| ●              | ● |

### 2. Key Implementation Questions and Answers:

How are two or more texts on the same topic alike?  
 How are two or more texts on the same topic different?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to compare and contrast two or more informational texts.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can compare the topic of two informational texts.

I will know that I learned it when I can use prior knowledge to make connections to two informational texts.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me to tell how two or more texts are alike and different.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	RI.2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

### 1. Critical vocabulary and questions as it relates to the standard.

- flexibly
- variety
- monitoring
- visualizing
- inferencing
- summarizing
- comprehend
- analyze
- complex
- proficiently

### 2. Key Implementation Questions and Answers:

How can I use comprehension strategies to help me understand what I am reading in an informational text?

How can I use comprehension strategies to help me infer what I am reading in an informational text?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to read and understand informational texts.  
I am learning to infer what I am reading in informational texts.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can fluently read and comprehend grade level informational texts.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this to become a better reader and understand what I read.

## Handwriting Standards

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	HW. 2.1 Introduce formation of all upper- and lowercase cursive letters

### 1. Critical vocabulary and questions as it relates to the standard.

- introduce
- formation
- cursive

### 2. Key Implementation Questions and Answers:

How do I legibly form uppercase cursive letters?

How do I legibly form lowercase cursive letters?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to legibly form uppercase cursive letters.

I am learning to legibly form lowercase cursive letters.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can legibly form upper- and lowercase cursive letters.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me to be able to read and write cursive in the future.

## Composition Standards

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	<p>C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p>c. Provide reasons with details to support the opinion.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

### 1. Critical vocabulary and questions as it relates to the standard.

- compose
- opinion
- digital resources
- topics
- supporting reasons
- provide reasons
- concluding section
- transitions
- revisit
- edit

### 2. Key Implementation Questions and Answers:

- How do I strengthen writing by adding details and/or pictures with peer collaboration and support from adults?
- How do I introduce a topic followed by an opinion statement using an organizational structure?
- How do I provide reasons with details to support the opinion?
- How do I use grade appropriate transitions in my writing?
- How do I provide a conclusion section in my writing?
- How do I develop and strengthen writing by planning, revision, and editing?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

- I am learning to strengthen writing by adding details and/or pictures with peer collaboration
- I am learning to introduce a topic followed by an opinion statement using an organizational structure.
- I am learning to provide reasons with details to support the opinion.

- d. I am learning to use grade appropriate transitions in my writing.
- e. I am learning to provide a conclusion section in my writing.
- f. I am learning to develop and strengthen writing by planning, revision, and editing.

**4. Establish success criteria by identifying strong and weak work.** *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

I will know that I learned it when I can

- a. I will know that I learned it when I can strengthen writing by adding details and/or pictures.
- b. I will know that I learned it when I can introduce a topic followed by an opinion statement using an organizational structure.
- c. I will know that I learned it when I can provide reasons with details to support the opinion.
- d. I will know that I learned it when I can use grade appropriate transitions in my writing.
- e. I will know that I learned it when I can provide a conclusion section in my writing.
- f. I will know that I learned it when I can develop and strengthen writing by planning, revision, and editing.

**5. Ideas for Relevance** (Authentic Work with a Connection to Real-World) *"I am learning this because"*

- I am learning this because it will help me in future grades.
- I am learning this because it will help me to better write, speak, read and listen.



<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	<p>C2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

### 1. Critical vocabulary and questions as it relates to the standard.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● Compose</li> <li>● Informative text</li> <li>● Explanatory text</li> <li>● Digital resources</li> <li>● Establish</li> <li>● Topic</li> <li>● Guidance</li> <li>● Support</li> <li>● Strengthen</li> <li>● Peer collaboration</li> <li>● Editing</li> </ul> | <ul style="list-style-type: none"> <li>● Details</li> <li>● Introduce</li> <li>● Supply</li> <li>● Detail</li> <li>● Develop</li> <li>● Grade-appropriate</li> <li>● Conjunctions</li> <li>● Text structure</li> <li>● Paragraph</li> <li>● Concluding</li> <li>● Revising</li> </ul> |
|--|---|

### 2. Key Implementation Questions and Answers:

1. How can we use writing and digital resources, to establish a topic and provide information about the topic to write an informative and/or explanatory texts.
2. With guidance and support from adults, how can we strengthen our writing through peer collaboration and adding details through writing and/or pictures as needed?
3. How can I introduce the topic?
4. How can I supply information with detail to develop the topic?
5. How can I use grade-appropriate conjunctions to develop text structure within sentences?
6. How can I use grade-appropriate transitions to develop text structure across paragraphs?
7. How can I provide a concluding section?
8. With guidance and support from peers and adults, how can I develop and strengthen writing as needed by planning, revising and editing?

**3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”**

I am learning to use writing and digital resources.  
I am learning to establish a topic.  
I am learning to provide information about a topic.  
I am learning to write an informative and/or expository text.  
I am learning to strengthen my writing through peer collaborations with guidance and support.  
I am learning to strengthen my writing by adding details and pictures.  
I am learning to introduce a topic.  
I am learning to find information with detail to help build my topic.  
I am learning to use grade-level transitions to work on text structure in my paragraphs.  
I am learning to provide a concluding section.  
I am learning to develop and strengthen my writing by planning, revising and editing with guidance and support.

**4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”**

I will know that I learned it when I can use writing and digital resources.  
I will know that I learned it when I can establish a topic.  
I will know that I learned it when I can provide information about a topic.  
I will know that I learned it when I can write an informative and/or expository text.  
I will know that I learned it when I can strengthen my writing through peer collaborations with guidance and support.  
I will know that I learned it when I can strengthen my writing by adding details and pictures.  
I will know that I learned it when I can introduce a topic.  
I will know that I learned it when I can find information with detail to help build my topic.  
I will know that I learned it when I can use grade-level transitions to work on text structure in my paragraphs.  
I will know that I learned it when I can provide a concluding section.  
I will know that I learned it when I can develop and strengthen my writing by planning, revising and editing with guidance and support.

**5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”**

- I am learning this because it will help me in future grades.
- I am learning this because it will help me to better write, speak, read and listen.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	<p>C2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

### 1. Critical vocabulary and questions as it relates to the standard.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Compose</li> <li>● Narratives</li> <li>● Writing resources</li> <li>● Digital resources</li> <li>● Develop</li> <li>● Imagined experiences</li> <li>● Real experiences</li> <li>● Multiple</li> <li>● Effective technique</li> <li>● Descriptive details</li> <li>● Clear sequence</li> <li>● Emotions</li> <li>● Temporal words</li> <li>● Temporal phrases</li> <li>● Signal</li> <li>● Event order</li> <li>● Sense of closure</li> <li>● Revising</li> <li>● Editing</li> </ul> | <ul style="list-style-type: none"> <li>● guidance/support</li> <li>● Produce</li> <li>● Development</li> <li>● Organization</li> <li>● Appropriate</li> <li>● Task</li> <li>● Purpose</li> <li>● Recount</li> <li>● Single event</li> <li>● Multiple events</li> <li>● Memories</li> <li>● Ideas</li> <li>● Details</li> <li>● Describe</li> <li>● Actions</li> <li>● Thoughts</li> <li>● Peers</li> <li>● Strengthen</li> <li>● Planning</li> </ul> |
|--|--|

### 2. Key Implementation Questions and Answers:

9. How can I compose narratives, using writing and digital resources?
10. How can I develop real or imagined experiences or multiple events or ideas?
11. How can I use effective technique, descriptive details and clear sequences?
12. With guidance and support from adults, how can I produce writing in which the development and organization are appropriate to task and purpose?
13. How can I recount a single event or multiple events, memories or ideas?

14. How can I include details which describe actions, thoughts, emotions?
15. How can I use temporal words and phrases to signal event order?
16. How can I create a sense of closure?
17. With guidance and support from peers and adults, how can I develop and strengthen writing as needed by planning, revising and editing?

**3. Develop “Learning Intention” statements.** *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

I am learning to write a narrative, using writing and digital resources.  
I am learning to think of real or imagined events to add to my story.  
I am learning to use details in my story.  
I am learning to sequence my events in my story.  
I am learning to organize my writing with guidance and support.  
I am learning to recount events.  
I am learning to include details that describe actions.  
I am learning to include details that describe thoughts.  
I am learning to include details that describe emotions.  
I am learning to use temporal words and phrases in my writing.  
I am learning to create a closure to my story.  
I am learning to develop and strengthen writing by planning, revising and editing with guidance and support.

**4. Establish success criteria by identifying strong and weak work.** *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

I will know that I learned it when I can write a narrative, using writing and digital resources  
I will know that I learned it when I can think of real or imagined events to add to my story.  
I will know that I learned it when I can use details in my story.  
I will know that I learned it when I can sequence my events in my story.  
I will know that I learned it when I can organize my writing with guidance and support.  
I will know that I learned it when I can recount events.  
I will know that I learned it when I can include details that describe actions.  
I will know that I learned it when I can include details that describe thoughts.  
I will know that I learned it when I can include details that describe emotions.  
I will know that I learned it when I can use temporal words and phrases in my writing.  
I will know that I learned it when I can create a closure to my story.  
I will know that I learned it when I can develop and strengthen writing by planning, revising and editing with guidance and support.

**5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”**

- I am learning this because it will help me in future grades.
- I am learning this because it will help me to better write, speak, read and listen.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

### 1. Critical vocabulary and questions as it relates to the standard.

- variety
- digital resources
- publish products
- collaboration

### 2. Key Implementation Questions and Answers:

How do I use a digital resource to create and publish products of my learning?  
 How do I collaborate with peers to create and publish products of my learning?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to use a digital resource to create and publish products of my learning.  
 I am learning to collaborate with peers to create and publish products of my learning.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can collaborate with peers to use a digital resource to create and publish products of my learning.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me in future grades.
- I am learning this because it will help me to better write, speak, read and listen.
- I am learning this because learning to use a digital resource to create and publish products will help my in my future career.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	C.2.5 Conduct shared research and writing projects that build knowledge about a topic.

### 1. Critical vocabulary and questions as it relates to the standard.

- conduct
- shared research
- writing
- topic

### 2. Key Implementation Questions and Answers:

How can I conduct shared research that build knowledge about a topic?  
 How can I conduct writing projects that build knowledge about a topic?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to conduct shared research to build knowledge about a topic.  
 I am learning to conduct writing projects that build knowledge about a topic.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can conduct shared research to build knowledge about a topic.  
 I will know that I learned it when I can conduct writing projects that build knowledge about a topic.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me in future grades.
- I am learning this because it will help me to better write, speak, read and listen.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions.

### 1. Critical vocabulary and questions as it relates to the standard.

- collect
- information
- real-world experiences
- provided sources
- answer questions
- generate questions

### 2. Key Implementation Questions and Answers:

How do I collect information from real world experiences to ask and answer questions?  
 How do I use information from provided sources to ask and answer questions?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to collect information from real word experiences to ask questions.  
 I am learning to collect information from real world experiences to answer questions.  
 I am learning to use information from a source to ask questions.  
 I am learning to use information from a source to answer questions.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can collect information from real word experiences to ask questions.  
 I will know that I learned it when I can to collect information from real world experiences to answer questions.  
 I will know that I learned it when I can use information from a source to ask questions.  
 I will know that I learned it when I can use information from a source to answer questions.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me in future grades.
- I am learning this because it will help me to better write, speak, read and listen.

## Language Standards

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	L.2.1 In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.

### 1. Critical vocabulary and questions as it relates to the standard.

- writing
- speaking
- demonstrate
- collective nouns
- irregular nouns
- producing
- expanding
- rearranging
- reflexive pronouns
- past tense
- irregular verbs
- adjectives
- adverbs
- sentence formation
- compound sentences

### 2. Key Implementation Questions and Answers:

In writing or speaking...

- What are collective nouns and how do you use them?
- What are frequently occurring irregular nouns and how do you use them?
- What are reflexive pronouns and how do you use them?
- What is the past tense of frequently occurring irregular verbs and how do you use them?
- What are adjectives and adverbs and how do you use them?
- How do you produce, expand and rearrange complete simple and compound sentences?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

- I am learning how to use collective nouns in writing and speaking.
- I am learning how to use frequently occurring irregular nouns in writing and speaking.
- I am learning how to use reflexive pronouns in writing and speaking.
- I am learning how to use past tense of frequently occurring irregular verbs in writing and speaking.
- I am learning how to use adjectives and adverbs in sentence formation in writing and speaking.
- I am learning how to produce, expand and rearrange complete simple and compound sentences.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common



*misconceptions. "I will know that I learned it when"*

- a. I will know that I learned it when I can use collective nouns when writing and speaking.
- b. I will know that I learned it when I can use irregular nouns in writing and speaking.
- c. I will know that I learned it when I can use reflexive pronouns in writing and speaking.
- d. I will know that I learned it when I can use past tense of irregular verbs in writing and speaking.
- e. I will know that I learned it when I can use adjectives and adverbs in writing and speaking.
- f. I will know that I learned it when I can produce, expand, and rearrange complete simple and compound sentences.

**5. Ideas for Relevance** (Authentic Work with a Connection to Real-World) *"I am learning this because"*

- I am learning this because it will help me write and speak correctly.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	<p>L.2.2 When writing:</p> <p>a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names.</p> <p>b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).</p> <p>c. Use apostrophe to form contractions and possessives.</p> <p>d. Generalize spelling patterns.</p> <p>e. Use reference materials to self-check and correct spelling.</p>

### 1. Critical vocabulary and questions as it relates to the standard.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● capitalize</li> <li>● proper nouns</li> <li>● demonstrate</li> <li>● commas</li> <li>● varied communication</li> <li>● apostrophe</li> </ul> | <ul style="list-style-type: none"> <li>● contractions</li> <li>● possessives</li> <li>● generalize</li> <li>● spelling patterns</li> <li>● reference</li> <li>● spelling patterns</li> </ul> |
|---|--|

### 2. Key Implementation Questions and Answers:

When writing:

- a. How do I know when a noun needs to be capitalized?
- b. How do I demonstrate the use of commas in varied communication formats?
- c. How do you use apostrophes to form contractions and possessives?
- d. What are the generalized spelling patterns?
- e. How do you use reference materials to self-check and correct spelling?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to capitalize proper nouns.  
 I am learning to use a comma appropriately in varied communication formats.  
 I am learning how to use apostrophes to form contractions and possessives.  
 I am learning generalized spelling patterns.  
 I am learning to use reference materials to self check and correct spelling.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I learned it when I can identify proper nouns.

I will know that I learned it when I capitalize proper nouns.

I will know that I learned it when I can use a comma appropriately in a variety of communication formats.

I will know that I learned it when I can use apostrophes to form contractions and possessives.

I will know that I learned it when I can recognize and use generalized spelling patterns.

I will know that I learned it when I can use reference materials to self check and correct spelling.

**5. Ideas for Relevance** (Authentic Work with a Connection to Real-World) ***“I am learning this because”***

- I am learning this because it will make me a better writer.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.

### 1. Critical vocabulary and questions as it relates to the standard.

- knowledge
- language
- conventions
- formal
- informal
- compare

### 2. Key Implementation Questions and Answers:

How can I use the knowledge of language and its conversations when writing, speaking, reading and listening?

- a. How can I compare formal and informal uses of English?

### 3. Develop “Learning Intention” statements. Describe the standard and/or element(s) as statements of intended learning. “I am learning”

I am learning to compare formal and informal uses of English when writing, speaking, reading and listening.

### 4. Establish success criteria by identifying strong and weak work. Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”

I will know that I have learned it when I can compare formal and informal uses of English when writing, speaking, reading and listening.

### 5. Ideas for Relevance (Authentic Work with a Connection to Real-World) “I am learning this because”

- I am learning this because it will help me to better write, speak, read and listen.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	<p>L 2.4 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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>

### 1. Critical vocabulary and questions as it relates to the standard.

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| <ul style="list-style-type: none"> <li>● Determine</li> <li>● Clarify</li> <li>● meaning</li> <li>● unknown</li> <li>● Multiple-meaning</li> <li>● Prefix</li> <li>● Known</li> <li>● Root word</li> <li>● Individual</li> <li>● Predict</li> <li>● Compound words</li> <li>● Responding</li> <li>● Adjectives</li> <li>● describe</li> </ul> | <ul style="list-style-type: none"> <li>● phrase</li> <li>● content</li> <li>● Flexibly</li> <li>● array</li> <li>● Strategies</li> <li>● Sentence-level</li> <li>● Context</li> <li>● Glossaries</li> <li>● Dictionaries</li> <li>● Determine</li> <li>● Acquired</li> <li>● Conversations</li> <li>● adverbs</li> </ul> |
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### 2. Key Implementation Questions and Answers:

1. What is a clue that can help me find the meaning of a word.
2. What is the meaning of the word with a prefix added?
3. Can I use the same root words of another word to figure out the meaning of a new word?
4. Can the words in the compound word help me figure out its meaning?
5. How can a glossary or dictionary help me figure out the meaning of a word or phrase.
6. How can I use the words or phrases I have acquired to respond to text?

### 3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as*

*statements of intended learning. "I am learning"*

1. I am learning to make meaning of unknown words while I read by using context clues.
2. I am learning to determine the meaning of known words when a prefix is added.
3. I am learning to use root words to determine meaning of an unknown word.
4. I am learning to predict the meaning of compound words.
5. I am learning to use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.
6. I am learning to use the words or phrases I have learned to respond to text.

**4. Establish success criteria by identifying strong and weak work.** *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. "I will know that I learned it when"*

Strong Work

I will know that I learned it when I can make meaning of unknown words while I read by using context clues.

I will know that I learned it when I can determine the meaning of known words when a prefix is added.

I will know that I learned it when I can use root words to determine the meaning of unknown words.

I will know that I learned it when I can predict the meaning of compound words using the words inside of it.

I will know that I learned it when I can use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

I will know that I learned it when I can use the words or phrases I have learned to respond to text.

**5. Ideas for Relevance** (Authentic Work with a Connection to Real-World) *"I am learning this because"*

- I am learning this because it will help me in future grades.
- I am learning this because it will help me to better write, speak, read and listen.

<b>Grade Level:</b>	2nd Grade
<b>Code:</b>	
<b>Standard:</b>	L 2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

### 1. Critical vocabulary and questions as it relates to the standard.

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|--|---|
| <ul style="list-style-type: none"> <li>● Demonstrate</li> <li>● Word relationships</li> <li>● nuances</li> <li>● relating</li> <li>● synonyms</li> </ul> | <ul style="list-style-type: none"> <li>● antonyms</li> <li>● Shades of meaning</li> <li>● Closely related verbs</li> <li>● Closely related adjectives</li> <li>●</li> </ul> |
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### 2. Key Implementation Questions and Answers:

18. How can I demonstrate my understanding of words by relating them to their synonym or antonym?
19. How can I distinguish shades of meaning among closely related verbs and adjectives?

### 3. Develop “Learning Intention” statements. *Describe the standard and/or element(s) as statements of intended learning. “I am learning”*

I am learning to relate words to their synonyms.  
I am learning to relate words to their antonyms.  
I am learning to distinguish shades of meaning with closely related verbs.  
I am learning to distinguish shades of meaning with closely related adjectives.

### 4. Establish success criteria by identifying strong and weak work. *Identify the characteristics of strong and weak work related to the standard and/or element(s). Identify common misconceptions. “I will know that I learned it when”*

#### Strong Work

I will know that I learned it when I can relate words to their synonyms.  
I will know that I learned it when I can relate words to their antonyms.  
I will know that I learned it when I can distinguish shades of meaning with closely related verbs.  
I will know that I learned it when I can distinguish shades of meaning with closely related adjectives.

**5. Ideas for Relevance** (Authentic Work with a Connection to Real-World) ***“I am learning this because”***

- I am learning this because it will help me in future grades.
- I am learning this because it will help me to better write, speak, read and listen.