2ⁿᵈ Grade Journeys

Instructional Focus: Students in Grade 2 will read, write, listen and talk about a variety of texts. Instructional time should focus on these four areas:

1. Increase foundational reading skills (print concepts, phonological awareness, phonics, word recognition and fluency) with literary and informational texts. Develop key ideas and details, craft and structure, integrations of knowledge and ideas with a range of reading and level of text complexity.
2. Research, write, revise, produce and distribute opinion pieces, informative texts, and narratives with details.
3. Research using texts and digital tools to build and present knowledge. Participate in shared research and writing projects.
4. Develop speaking and listening skills, conversing with peers and adults using agreed-upon rules and discussions. Describe ideas from a text read aloud, talk about what a speaker says, tell a story with details, speaking audibly, create audio recordings of stories or poems and add drawings or other visual displays to stories.
5. Use conventions and knowledge of language to effectively communicate while acquiring and using increased vocabulary.

Reading Standards for Literature

Key Ideas and Details

Standard	Objective	Examples/Thinking Questions
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.	Students will: 1. Use key details to ask questions, (who, what, where, when, why and how) about a topic in a literary text. 2. Use key details to answer questions, (who, what, where, when, why and how) to demonstrate understanding of a literary text.	1. Questions for students: • Who is this story about? • Where did it take place? • Which of these details is really important to the story? • How does knowing where the story takes place, help us understand the story? • Can you outline the key details in the text? • Where in the passage did you find that key detail? • How do you know that is a key detail? • What might you want to know about…? • Don't forget to ask yourself/partner • What does this character want? • Who are the main characters? • What is the author trying to tell me? • What is the main message of the story?
RL.2.2 Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.	Students will: 1. Retell stories 2. Determine author's purpose (Include fables & folktales from diverse cultures, identifying the intended lesson, moral or central message)	1. Questions for students: • What is the central message in this story, fable, or folktale? • Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale. • What is the moral of the story? fable? folktale? • How is this story, fable, folktale different from what you already know? • Where does this story come from? 2. What lesson is this story teaching you? 3. Use rubrics for examples and to set expectations for retell

| RL.2.3 Describe how characters in a story, play or poem respond to major events, problems, and challenges. | Students will:
1. Discuss the character's reaction to what is taking place in the story. | 1. Questions for students
  • Retell the story in sequential order.
  • Who are the major and minor characters?
  • How do the major/minor characters respond to important challenges in the story?
  • What effect do the events in the story have on the characters?
  • What decision could the characters have responded to differently?
  • How does the character change?
  • What are the most important events that happened in the story? How do you know?
  • How did the characters solve the problem in this story?
  • Describe how the characters are thinking and feeling about this event.
  • Are the characters thinking the same way about?
2. Resources: Story Cube and other resources
   http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf |

Craft and Structure

Standard	Objective	Examples/Thinking Questions

RL.2.4 Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.	Students will:
	1. Identify words and phrases in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) that supply rhythm or sensory images meaning/theme.
	4. Describe how the identified words and phrases make a reader feel or what a reader might see in his or her mind.
		1. Questions for students:
		  • Can you identify words that rhyme?
		  • What is difference between a word, a phrase, or a sentence?
		  • Find a sentence that shows an example of alliteration.
		  • Can you come up with a sentence where all the words start with the letter _____?
		  • Identify words that rhyme
		  • ~~Identify~~ and clap the rhythm in a stanza
		  • Do you see any repetition in this story, poem, or song?
		  • Why do you think the author repeated that line?
		  • How do you know this is a poem and not a story?
		  • Which parts of this poem rhyme?
		  • Can you find the parts that show the beat?
		  • Can you find the parts that has alliteration?
		  • What do you see in your mind after you hear the words?
		  • Which words are examples of using one of your five senses?
		2. Resources: Read Aloud with Discussion Video (Giving Tree)

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.	Students will:
	1. Describe the overall structure of a story including:
	  • the beginning which introduces the story (who, what, why, where)
	  • the middle which describes the problem (how characters react or feel and what they do),
	  • the ending which concludes the action or tells how the problem was solved.
		1. Questions for students:
		  • Describe the beginning, middle, and end of the story
		  • What are the character's problems?
		  • Read to your partner the section where the character's problem begins to be solved?
		  • How does the character solve the problem?
		  • Look at this section, why did the author add _____?
		  • Analyze this paragraph, what is the author trying to tell you?
		  • What information does the author include at the beginning of the story that helps you understand the rest of the story?
		  • In which part of the story does most of the action occur?
		2. Use graphic organizers to show the parts of the story.
		
		       _____

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Students will: 1. Acknowledge differences in the points of view of characters. 2. Speak in a different voice for each character when reading dialogue aloud.	1. Questions for students: • Describe the difference between the two character's points of view? • Can you change your voice so it sounds like the character might sound? • What makes the characters say or act differently? • Why was it important for the author to use dialogue? • How are the characters different or alike? • What contrast can you make between the characters? • Would you think the same way as the character does? Why? Why not? • Think about this character, how would this character say this part?

Integration of Knowledge and Ideas

Standard	Objective	Examples/Thinking Questions
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).	Students will: 1. Use information from illustrations and words (print or digital text) to show understanding of the characters, setting, or plot.	1. Questions for students: • What clues do the illustrations in the story provide to help you understand the setting in the story? • What clues do the illustrations in the story provide to help you understand the characters in the story? • What clues do the illustrations in the story provide to help you understand the plot of the story? • Today you will use the computer to read this story. • When you use the computer station, you will be using this site to read some stories. • What did you learn about the characters setting, or plot from the words the author used? • Can you find an illustration that tells you how a character is feeling? 2. YouTube Videos Using Illustrations: http://ccss2.watchknowlearn.org/Category.aspx?CategoryID=8965
RL.2.9 Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.	Students will: 1. Read different versions of the same story and find similarities and differences between the texts. (e.g., Cinderella stories from different cultures.)	1. Questions for students: • What are some of the differences you notice in the two stories? • Did the authors change the main ideas in their versions of the story? • Compare and contrast the differences in the authors' interpretation. • Which culture (country) is represented in this story? • What is the relationship between the two stories? • What would have happened in the story if the cultural setting was different? • What is the same about the characters in the two stories, what is different? • What happened to the characters that is the same and what is different? • Look at the two stories, how did the author solve the same problem in different ways? 2. Resources: Book Face Off http://ontheweb.rozlinder.com/book-face-off-a-fun-chart-to-compare-books-genres-authors/

Range of Reading and Level of Complexity

Standard	Objective	Examples/Thinking Questions
RL.2.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	Students will: 1. Read and comprehend a range of literature from a variety of cultures using varied level of texts from easy to challenging, (between grades 1st-3rd), with assistance as needed.	1. Questions for students: • Please keep track of the stories you are reading at home by having your parents sign the sheet. • Have you read any poems, adventure stories, or fairy tales lately? • Can you tell me what you have like so far about the text? (prose/poetry) • Does this story/poem remind you of any other stories/poems we have read? • Compare this piece to other pieces of text you have read. • Identify similarities between the two pieces. • What other stories or poems have you read about_____? • Predict what you think will happen next in the story? • What makes you think that will happen? • How do you know?

Reading Standards for Informational Text

Key Ideas and Details

Standard	Objective	Examples/Thinking Questions
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.	Students will: 1. Use key details to ask questions (who, what, when, where, why, how) about a topic in an informational text. 2. Use key details to answer questions (who, what, when, where, why, how) about a topic in an informational text.	1. Questions for students: • Asking yourself questions that will help you understand the story like: Who is this story about? Where did it take place? What is happening now? • Why do you think the author included that detail? • Where in the passage did you find that key detail? • How do you know that is a key detail? • What details are important in order to tell the story? • How do the key details make a difference at the end of the story? 2. Resources: Examining Reading Informational Texts Videos http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scId=306592
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Students will: 1. Identify the overall focus of the writing as well as the main idea of each supporting paragraph within multi- paragraph text.	1. Questions for students: • What is the main idea of this text? • What is the topic sentence in this paragraph? • What additional details does the author give us in this paragraph that helps us understand the main topic? • Construct the main ideas of multiple paragraphs in a text. • Is there a map or graphic organizer you can use to keep track of the main ideas of each paragraph? • List some of the supporting details in found in this multi-paragraph text. • What is the focus of this paragraph? 2. Activities: http://www.fcrr.org/studentactivities/c_013b.pdf

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Students will: 1. Describe historical connections between individuals, events, ideas or pieces of information in a text. 2. Describe how one event connects with the other, how that one "thing" may cause another "thing" to happen (cause and effect) in scientific ideas or concepts. 3. Describe steps in a "how to" series from an informational text.	1. Questions for students: • How did inventing_____change history? • How did the life of (historical figure) effect people today? • Which step would you do first? Which would you do last? • How has this changed over time? • Show me how scientific ideas or concepts are the same and how they are different? • Using a timeline sequence the historical events • Compare the historical events to your present life. Is the past important? What can we learn from the past? • Why is it important to do step 1 in a technical procedure before step 3? • What do you think would happen if you did not follow the steps in order? 2. Activities/Resources: • http://www.fcrr.org/studentactivities/c_019c.pdf • Act out, draw, or discuss various possible connections. For example, by placing e a similar time period on a timeline, students are able to see and make connections events.

Craft and Structure

Standard	Objective	Examples/Thinking Questions
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Students will: 1. Use the words that surround an unknown word to determine the unknown word's meaning (context clues).	1. Questions for students: • Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word or guide words • What will you do if you come to a word you don't know? • Remember to look at our poster if you need help understanding a word. • What strategies can you use to help find out what a word means? • How does the particular meaning of the same word change in different contexts? • Explain the meaning of the word that includes a prefix or suffix from the text. • Did you try using the computer's dictionary to find the meaning of the word? 2. More Activities: http://www.fcrr.org/studentactivities/c_019c.pdf
RI.2.5 Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.	Students will: 1. Use various parts of a text or digital source to navigate and find facts: • Caption • Table of contents • Index • Heading • Electronic menus-icons. 2. Locate facts within a text feature: • Charts/tables, • Bulleted/numbered list • Diagrams • Side bars • Bold print • Map • Timeline • Graphs	1. Questions for students: • Can you find_____feature in the text? • Open you book. Find the index, glossary, a heading. • Put your finger on the word that is bolded. • Are there any words that are written in bold print? Why do you think the author wrote that word in bold? • Where would you find a glossary or index in your book? • Retell key facts from text. • Under the subheading of_____, find a key fact. • Why are icons important and how do they help us locate key facts? • On the computer can you find the icon that means undo, save, Internet Explorer? • I will show you some icons you tell me what they mean. 2. Examples/Resources: http://www.fcrr.org/studentactivities/c_019c.pdf

| RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | Students will: 1. Identify why the author wrote the informational text: • To answer a question (research). • A desire to explain something (how to). • To give information about a person, an event or a thing. • To tell how something is alike or different from something else. | 1. Questions for students: • What is the author's intent in this text? • What does the author explain or describe in this passage? • Describe the information the author gives you in the text. • After reading the text, what information did the author describe to you? • Summarize the author's intent. • Determine the author's (description, explanation) from the text. • In the text we just read is the author trying to explain, describe or answer something. What makes you think that? 2. Examples/Resources: http://www.fcrr.org/studentactivities/c_019c.pdf |

Integration of Knowledge and Ideas

| Standard	Objective	Examples/Thinking Questions
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Students will: 1. Explain how images: • Grab a reader's attention and convey or enhance a message. • Provide a quick snapshot of what the text is about. • Help a reader connect to the text.	1. Questions for students: • How does reading the chart, diagram help you understand what the author is trying to say? • What information did you gather from that_____ diagram that aided your understanding? • Restate the important facts from the chart or graph using the_____. • What examples can you find to_____? • What conclusions can you draw_____? • How can you make use of these facts and graphs? 2. Examples/Resources: http://www.fcrr.org/studentactivities/c_019c.pdf http://www.pinterest.com/gerbean/text-features/
RI.2.8 Describe how reasons given support specific opinions the author states in a text.	Students will: 1. Describe how the points written in a text are the author's opinion.	1. Questions for students: • What does the writer think about the problem? • Explain in your own words the reasons that support the author's main purpose. • Why do you think the author wrote that? • What details did the author use to support his/her main purpose? • Did the author justify his/her ideas? • Why did the author write this piece? 2. Taking notes, graphic organizers 3. He wrote_____so his opinion is_____. 4. Examples/Resources: Use multiple visuals such as the examples below to give students a clear idea how to map out their thoughts. Also, view: https://learnzillion.com/lessons/1939-describe-how-reasons-support- specific-points-the-author-makes
RI.2.9 Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).	Students will: 1. Compare and identify similar key points of two texts on related topics. 2. Contrast and identify different key points in two related texts. 3. Identify that there may be more than one way to view a text, solve a problem or engage in a discussion.	1. Questions for students: • What is the text about? • What are the key details? • Read both texts. What is the difference between them? (contrast) • How are the two pieces a like? (compare) • Can you fill in the Thinking Map showing the similarities and differences between the two texts? • How were the illustrations used in both books? • What did the illustration in the books tell you? • Can you tell your partner what is the same/different about what you are reading? 2. Examples/Resources: http://lifeinfirstgrade1.blogspot.com/2013/10/compare-and- contrast.html

Range of Reading and Level of Text Complexity

Standard	Objective	Examples/Thinking Questions
RI.2.10 By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	Students will: 1. Read a variety of self-selected and assigned informational texts of steadily increasing complexity.	1. Questions for students: • Do you have any questions about what you are reading? • If you don't understand, who can you ask to help you? • Did you use the illustrations/graphics to help you understand? • Point to a textual feature – Why do you think the author included it? • What graphics help you the most? • How is the informational text different from? • You might want to read this book about_____. It has a lot of useful information. 2. Resource: http://www.readingrockets.org/article/52246

Reading Standards: Foundational Skills K-5

Phonics and Word Recognition

Standard	Objective	Examples/Thinking Questions
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words;	Students will: 1. Continue to learn specific strategies for decoding words in texts: prefixes, suffixes, vowel patterns for decoding and spelling, along with vocabulary development. • Distinguish long and short vowels when reading regularly spelled one-syllable words; • Know spelling-sound correspondences for additional common vowel teams; • Decode regularly spelled two-syllable words with long vowels; • Decode words with common prefixes and suffixes; • Identify words with inconsistent but common spelling-sound correspondences; • Recognize and read grade-appropriate irregularly spelled words.	1. Questions for students: • Are there any chunks you know that can help you figure out what this word means? • Does the word have suffixes or prefixes you know? • How many parts do you hear in that word? • Are there any patterns you can use to help you write that word? 2. Use questions and prompts such as: • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again. • Look at the word, does it look like …? • You said …does it look like …? 3. Resources: Kid Friendly Objectives http://teachershero.com/assets/applets/ccth02rrr.pdf Word Study and Fluency Workshop http://www.learner.org/workshops/readingk2/session3/index.html Phonics activities that support mastery of RF2.3b-f: http://www.fcrr.org/for-educators/sca_cc_rfs_2.asp

Fluency

Standard	Objective	Examples/Thinking Questions
RF.2.4 Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.	Students will: 1. Read with sufficient accuracy and fluency to support comprehension. Reread as necessary. • Read on-level text with purpose and understanding; • Orally read on-level text with accuracy and speed according to district grade level targets. Use appropriate phrasing and expression. • Use context to confirm or self- correct word recognition and understanding	1. Questions for students: • Why did you choose this selection? • What can you do when the story/text doesn't make sense? • What strategies can you use when you don't understand the text? • Can you read this paragraph fluently and with expression? Why is it important to scan the page? • Did you skim the page looking for information? • When you self-monitor, you_____. • What does it mean to read fluently? • Did you re-read the part you didn't understand? 2. Resources: Fluency, and phrasing activities that support mastery of RF2.4b: http://www.fcrr.org/for-educators/sca_cc_rfs_2.asp

Writing Standards

Text Types and Purposes

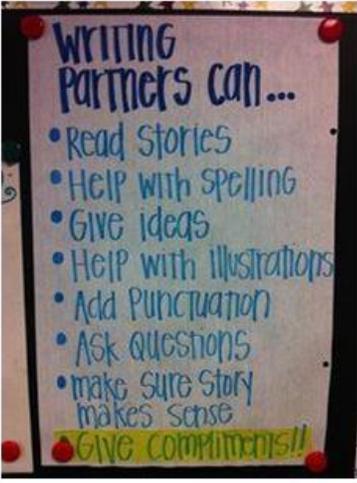| Standard	Objective	Examples/Thinking Questions
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.	Students will: 1. Understand the concept of having an opinion. 2. Express an opinion of a chosen book or story, such as likes or dislikes. 3. Support an opinion with a reason. 4. Know what linking words are (because, and, also) and how to use them when moving from one reason to another. 5. Know that conclusions should restate or sum up the writing. 6. Write opinion pieces in which they introduce the topic or book, include introduction, supporting reasons linked to the opinion and a conclusion.	1. Questions for students: • Who is your audience? • What is your purpose for writing? • From what point of view will you be writing? • Did I completely explain my opinion of topic or argument in my paper? • Does the reader know my opinion? • How did I support my opinion with details? • Did I include transitional or linking words? • Did my opinion end with a strong conclusion? • Does your conclusion sum up or restate your opinion or purpose? • What linking words could you use to help your reader follow your thinking? 2. Resources: Media links, teaching strategies, lesson/unit ideas, activities and assessments related to this standard can be found: http://www.readtennessee.org/teachers/ http://www.common_core_standards/2nd_grade/writing/w21.aspx Use graphic organizers like the one below to scaffold the opinion writing process. Use a variety of visuals to teach organization of writing such as the one below:
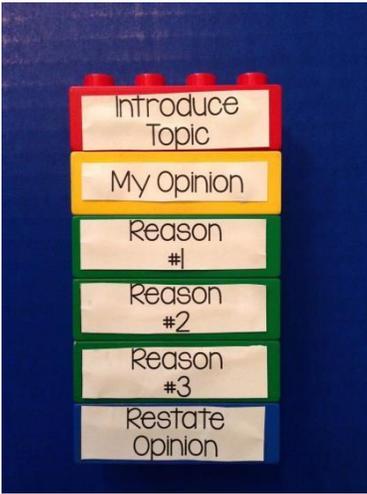
(To find resources such as these: use the search phrase "opinion writing for 2nd grade" on google.com/images)

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.	Students will: 1. Know the difference between writing a text to inform or writing a text to explain. 2. Know how to write a topic sentence. 3. Know how to group related information together. 4. Understand the importance of including illustrations. 5. Use facts, definitions, and details to develop topic. 6. Use linking words and phrases to connect ideas. 7. Know how to conclude by using a statement or explanation. 8. Write informative/explanatory texts including introduction, details and conclusion.	1. Questions for students: • Are you writing to inform or explain? • What is your topic? • Did you begin you writing with a topic sentence? • What example, definitions, and details will you use to explain your topic? • Talk to a partner about your topic. Can you get a quote from your partner for you writing? • Why did you choose this topic? • What details will you use to explain your topic? • What examples would help you explain your topic? • Can you use a quote? Why would this be important? • Where can you find more information about your topic? 2. Use graphic organizers to scaffold the informative/explanatory writing process. Provide visuals to support students as they write informative pieces such as examples below. (To find resources such as these: use the search phrase "informational writing for 2nd grade" on google.com/images)

Standard	Objective	Examples/Thinking Questions
W.2.3 Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.	Students will create a narrative piece: 1. Know that a narrative tells a story. 2. Understand who is telling the story. 3. Know how to move from one event to another. 4. Use the character's words to help explain what is happening in the story. 5. Understand how using time words moves the story forward. 6. Recognize linking words (first, next, then, last and finally). 7. Understand dialogue between characters describes thoughts and feelings. 8. Restate moral/lesson learned in conclusion.	1. Questions for students: • Who is your story about? • Where does your story take place? (Setting) • Why was this setting important to your story? • Did you use words like earlier, later, soon, to show how time is changing in the story? • What problem will the main character face? • Does the problem change the character's acts or thoughts? • Have you used details that will help your readers see and know the characters? • What events will lead up to your conclusion? • Where can you add more descriptive words and information to make your story more exciting? 2. Use graphic organizers to scaffold the writing process. Read picture book such as *The True Story of the Three Little Pigs* by Jon Scieszka to model good narrative writing examples.

Production and Distribution of Writing

Standard	Objective	Examples/Thinking Questions
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.	Students will: 1. Seek guidance from peers. 2. Reorganize thoughts and ideas, 3. Add language and ideas to writing. 4. Understand and use grammar and spelling conventions. 5. Edit for word usage and word choice to help strengthen details. 6. Revise sentences and/or paragraphs for clarity.	1. Questions for students: • What will you use to help you organize your ideas? • Can you create a graphic organizer/thinking map to help you sequence your ideas and events? • Can you share with your partner what you plan to write? • Does your partner have ideas that you can use? • Have you completed your first draft? • Can you re-write this so that the ideas/details are clearer? • Is there a better way you could write your beginning? • What is your topic sentence? • Have you asked your partner to give you feedback about what you have written so far? • Have you used your editing/proofreading checklist to help you make any changes? 2. Use a Management tool such as the one below to track progress of each student's revising/editing, peer review process.

		3. Teach students to seek improvement in their writing. Anchor Charts and graphic organizers may help with this.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Students will: 1. With support from adults and peers students will: • Use basic keyboarding skills. • Understand there is an option to format documents (ie-change font styles, margins, and page orientation). • Use a system for saving and storing electronic work until it is ready for publishing. • Know and use Internet tools such as search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check. • Use programs such as Word, PowerPoint, and Publisher, and print commands. • Know how to work with peers.	1. Questions for students: • Have you and your group decided what you will write about? • How will you divide the work so that you all contribute to the project? • Where will you save your work until you are ready to print? • What program will you use to publish your work? Word? PowerPoint? etc. • What online resources can you use to help write your paper? 2. Use computer labs available and teach students computer skills. 3. Use computer lab programs such as "All the Write Type" to improve student's keyboarding skills.

Research to Build and Present Knowledge

Standard	Objective	Examples/Thinking Questions

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).	Students will cooperate with others in order to:
	1. Select a topic that can be researched (broad vs narrowing topics).
	2. Use print and digital reference tools such as online encyclopedias, atlas, search engines or databases.
	3. Use keywords for searching a topic (broad and narrow search terms).
	4. Summarize information.
	5. Use graphic organizers or Thinking Maps to progress through the research process.
	6. Use a structured research process that is used when writing a research report/project.
	   • Cite sources.
		1. Questions for students:
		   • What is the topic of your report?
		   • Can you narrow your topic?
		   • What sources will you use to find information?
		   • What key words can you use to find your topic online?
		   • Where can you go to find more information?
		   • How will you give your sources credit?
		   • What is the page called where you will list your sources?
		   • How will your group divide the work?
		Complete a "Research Round-Up" Activity:
		http://www.fcrr.org/for-educators/sca_cc_w_k-5.asp

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	Students will:
	1. Recall a personal experience or research a new topic.
	Use Information:
	   • Use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps.
	   • Organize and sort information by categories.
	   • Summarize information.
	Gather Information:
	   • Use search engines such as Goggle, Bing, etc.
	   • Use the library to locate print and digital resources such as databases, magazines, and nonfiction books.
		1. Questions for students:
		   • What sources did you use to find your information?
		   • What sources did you find on an internet search?
		   • What sources did you find in a library search?
		   • How can you paraphrase this sentence?
		   • Can you write this sentence using your own words?
		   • Is this information important to your research?
		   • Can you use an organizer to help you group your ideas?
		2. Complete a "Reading the Research" Activity:
		http://www.fcrr.org/studentactivities/C_017b.pdf

Speaking and Listening Standards

Comprehension and Collaboration

Standard	Objective	Examples/Thinking Questions
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups; a. Follow agreed- upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); b. Build on others' talk in conversations by linking their comments to the remarks of others; c. Ask for clarification and further explanation as needed about the topics and texts under discussions.	Students will: 1. Participate in collaborative conversations with a variety of partners about grade 2 topics and texts with peers and adults in small and larger groups; 2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); 3. Build on others' talk in conversations by linking their comments to the remarks of others; 4. Ask for clarification and further explanation as needed about the topics and texts under discussions.	1. Questions for students: • Do you agree with your partner regarding the text? Why or why not? Please explain. • Can you elaborate on your partners' comment? Please express your opinion. • Is there anything you can add to your partner's comment? • When given a prompt, students will use established rules for group discussion. • When you work in your groups remember to follow the rules for listening and speaking. • I didn't understand can you repeat that? 2. Resources: Story Questions Cube: http://www.fcrr.org/studentactivities/C_011a.pdf
SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.	Students will: 1. Listen for key ideas from a read aloud, then summarize and retell the main idea of the text. 2. Listen to a speaker, identify key details, then summarize and retell/describe the presentation. 3. Listen/view a digital presentation, identify key ideas, summarize and retell the main idea.	1. Questions for students: • What was the main idea of the video can you discuss with your partner? • How did you decide this was the main idea? • Using your own words, summarize the video with your partner? • Can you explain this graph? • This chart explains_____? • Why is information put into charts or graphs? • Can you think of any other information that could be graphed or charted? • Can you describe the steps you followed? 2. Resources: Retell Wheel: http://www.fcrr.org/studentactivities/C_014a.pdf Video demonstration Read-Aloud Giving Tree http://readingandwritingproject.com/resources/common-core-standards/ccs- videos.html

Standard	Objective	Examples/Thinking Questions
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Students will: 1. Understand what is being said by a speaker (thoughtful listening). 2. Ask important questions related to the topic. 3. Answer important questions related to key details from the presentation. 4. Know the point at which they become confused when listening to a presentation. 5. Understand that additional information is needed. 6. Ask for more information to improve understanding.	1. Questions for students: • What did the speaker say? • What was the most important part that you heard? • What would you say if you didn't understand the speaker? • What would be one question that you could ask so you could find out more information? • What was the most important detail? • I didn't understand can you share some examples? • Can you say that in a different way?

Presentation of Knowledge and Ideas

Standard	Objective	Examples/Thinking Questions
SL.2.4 Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.	Students will: 1. Tell a story in sequence: beginning, middle, end. 2. Retell an experience with relevant facts/details. 3. Present a report with an introduction, body with supporting details and a conclusion. 4. Use organization structures (chronological order, cause and effect, problem/solution, before and after). 5. Deliver oral presentations that have a central theme. 6. Use presentation skills: speak clearly, use good pacing and make eye	1. Questions for students: • What is the theme of your report or presentation? • Did you write or present facts that were relevant? • What descriptive words or language did you use? • When you related the events, did they have a beginning, a middle, and an end? • Does the order of your presentation make sense? 2. Brainstorm using graphic organizers and Think Maps ————————
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Students will: 1. Select stories, poems or topics for creating recordings. 2. Use audio equipment. 3. Use voice pitch and inflection effectively when being recorded. 4. Create an audio recording which portrays ideas, thoughts and feelings Create visual, digital and non-digital displays or	1. Questions for students: • What is the theme of your presentation? • What visuals will you use to enhance your presentation? • Have you practiced your reading emphasizing important words or points? • How is your pacing? • At what time in your presentation will you show your visuals? • Do your visuals support your presentation theme? • Have you chosen a book/poem to record? How did you decide?

Standard	Objective	Examples/Thinking Questions
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Students will: 1. Recognize when formal or informal English is appropriate. 2. Understand that talking with friends is informal speech. 3. Use academic content- specific vocabulary when presenting formally. 4. Use complete sentences with correct grammar in formal presentation. 5. Know that when constructing a formal response, Standard English grammar and language conventions must be used.	1. Questions for students: • Don't forget to use a complete sentence • Who is your audience? • Would you use formal or informal English with this audience? • Why would you use formal English? • Why would you use informal English? • What type of language do you use when talking with friends? • What type of language do you use when giving a presentation? • What is the specific vocabulary that relates to your topic? • When will you use this specific vocabulary?

Language Standards

Conventions of Standard English

Standard	Objective	Examples/Thinking Questions
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use collective nouns (e.g., group); b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); c. Use reflexive pronouns (e.g., myself, ourselves); d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); e. Use adjectives and adverbs, and choose between them depending on what is to be modified; f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Students will: 1. Effectively use Standard English grammar and usage conventions when writing or speaking. 2. Understand that there are special words (collective nouns) used to define a collection of objects, or things (group, herd, school, etc.). 3. Know how regular and irregular plurals are formed. Distinguish between a regular and irregular plural. (e.g., feet, children, teeth, mice, fish). 4. Use words that end in "- self" or "- selves" (reflexive pronouns) when referring back to a subject (myself, ourselves). 5. Form and use the past tense of frequently occurring irregular verbs. (e.g., ran, sat, hid, told). 6. Use adjectives and adverbs; appropriately choose between them. 7. Know that the subjects and predicates in a sentence can be moved and still make sense. 8. Be able to produce, expand, and rearrange complete simple and compound sentences. (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	1. Questions for students: • Listen as I read what you wrote. Did that sound right? • Read what you wrote slowly. Did you write what you just said? • Is there another word that would be specific? • How might you write the plural of that word? • Can you add adjectives to your sentence? • Can you tell where the action happened? 2. Resource videos for L2.1a-f: Watch Know Learn - Category Brain Pop Jr - Reading and Writing 3. Play "Mad Lib" type games: Fun Brain Reading Games

| L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize holidays, product names, and geographic names; b. Use commas in greetings and closing of letters; c. Use an apostrophe to form contractions and frequently occurring possessives; d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil); e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | Students will:
1. Use correct spelling, punctuation,
2. Use capitalization, and begin to use reference materials.
3. Capitalize proper nouns (holidays, titles, specific places).
4. Use commas in greetings and closing of letters.
5. Use an apostrophe to form contractions and frequently occurring possessives.
6. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
7. Consult reference materials, including simple dictionaries, as needed to check and correct spellings. | Example spelling pattern activity for L.2.2d:
[Florida Center for Reading Research - Adv Phonics](#)
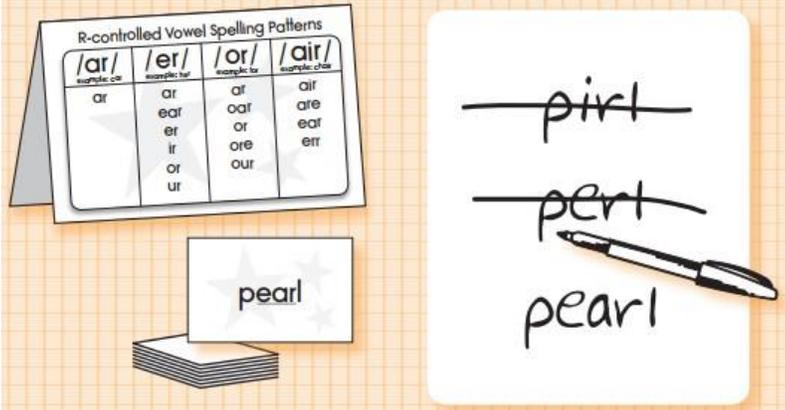
Questions for students:
• What words in this sentence should be capitalized?
• Remember to capitalize the name of a place.
• What punctuation do you need to show something belongs to someone?
• When you combine two words to make a contraction you need to add an apostrophe.
• What can you use to help you check your spelling? |

Knowledge of Language

Standard	Objective	Examples/Thinking Questions
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English	Students will: 1. Use basic punctuation, capitalization, and grammar rules. 2. Use punctuation like commas, exclamation, and question marks for effect. 3. Compare writing and speaking that is formal and informal. 4. Use strategies for reading various genres and authors to compare writing styles.	1. Questions for Students • Have you determined the purpose for your speech/writing/presentation? • Who will be your audience? • Is the tone or style appropriate to your audience? • Have you followed the rules of punctuation and grammar? • Did you practice your presentation with your group and did they provide you with feedback? • In your group, did you talk about using precise language to convey your ideas? • Did you use a thesaurus to locate other ways to say _____? • Did you use quotes, questions, or exclamations to add to importance to your writing/presentation? 2. Give examples such as texting with an electronic device versus writing a formal written letter.

Vocabulary Acquisition and Use

Standard	Objective	Examples/Thinking Questions
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; 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 (e.g., happy/unhappy, tell/retell); c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Students will: 1. Use context clues help provide clues to word or phrase meaning (including multiple meaning words). 2. Identify common prefixes and determine the meaning of the new word formed when a prefix is added to a root/base word. 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 4. Understand that sometimes two words can be combined to make a new word. Predict the meaning of the new compound word. 5. Use glossaries and print or online dictionaries to locate definitions of key words or phrases in order to clarify meaning.	1. Questions for students: • What strategies have you used to help you figure out what this word means? • Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word? • Have you read the sentences around the word to help you determine what the word means? • Can you go online and search for the meaning of the word? • There are two words you know on this word. Can you use them to help you understand what the word means? Refer to the website below for several 2nd grade activities to do with students to build proficiency in this standard: Florida Center for Reading Research - for Educators

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings; a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy); b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Students will: 1. Make connections between words and their use. Use appropriate descriptive words for the situation. 2. Understand literal and non-literal meanings of words and phrases. 3. Discuss and use words having subtle differences in meaning.	1. Questions for students: • Where do you think the word (quickly) comes from? • What is the author telling us when he used the word spicy? • In what other context could this word be used? • Without changing the meaning, what word could you add to make the sentence stronger? • What word would best describe this character? • What is the literal meaning of this sentence? • What real-life connection can you make? • Which word is the best to use so that we can really show what this is like? • Let's make a list from ____ to ____ so that we can decide which word is best to use (Gradient Scale e.g., hot to cold; slow to fast; walk to run). 2. Students can describe foods that are spicy or juicy. 3. Use idioms such as, "Get on the ball!" (E.g. ice is cool, my husband is cool) 4. Use a thesaurus to explore similes and then determine shades of meaning (e.g. stroll versus walk). Refer to the website below for several activities to do with students to build proficiency in this standard: Florida Center for Reading Research - for Educators
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Use new vocabulary gained through various contexts. Students will: 1. Listen for words used in different contexts. 2. Determine which word best describes an action, emotion, or state of being. 3. Develop grade level academic words and phrases.	1. Questions for students: • Today our target word is____. Look for a chance to use this word today. • As part of your homework, I want you to look for the words that we have been studying. • Can you think of a better word to use here? • What would be a more precise word? • Without changing the meaning of the sentence, which word can best be used to replace the underlined part? • What word would best describe____? • Can you restate this sentence using more precise words? • Can you replace a word in this sentence with another word that is more precise or specific? 2. Refer to the website below for several activities to do with students to build proficiency in this standard: Florida Center for Reading Research - for Educators