



Grade 2

Common Core Adoption Process

(Unpacked Standards)



Grade 2

Reading: Literature

Common Core Adoption Process

RL.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will be able to ask and answer basic retell questions (who, what, where, when, why, how). Students will be able to list key details from a text. 	<ul style="list-style-type: none"> Students will differentiate between key details and less important details. Students will be able to explain how those key details support the story. 	<ul style="list-style-type: none"> Who is this story about? Where did it take place? Which details are really important to the story? How does knowing the setting help us understand the story? Where in the passage did you find that key detail? How do you know that is a key detail? Remember to ask yourself/your partner: <ul style="list-style-type: none"> What does this character want? Who are the main characters? What is the author trying to tell me? What is the main message of this story?
Vocabulary: <div>Text</div> <div>Demonstrate</div> <div>Key Details</div> <div>Differentiate</div>		

Common Core Adoption Process

RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will retell stories, fables, and folktales from different cultures. Students will remember key details about the text. Students will be able to answer comprehension questions about the text. Students will use graphic organizers to assist them in summarizing the story. 	<ul style="list-style-type: none"> Students will be able to determine the main idea and/or the moral of the story. Students will be able to synthesize the message and connect to other stories or lessons. 	<ul style="list-style-type: none"> What is the main message in this story, fable, or folktale? Determine and state the problem and resolution in the text. What is the moral of the text? How is this text different from what you already know? Where does this story come from? Is there a graphic organizer that could help you retell the story? Let's complete a story map for this text.
Vocabulary: <div> <div>Fables</div> <div>Resolution</div> <div>Graphic Organizer</div> </div> <div> <div>Folktales</div> <div>Theme</div> <div>Sequence</div> </div> <div> <div>Recount</div> <div>Genre</div> <div>Moral</div> </div> <div> <div>Determine</div> <div>Retell</div> <div>Story Map</div> </div> <div> <div>Central/Main Message</div> <div>Conflict/Problem</div> </div>		

Common Core Adoption Process

RL.2.3

Describe how characters in a story respond to major events and challenges.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students understand the sequence of events in a story. Students are able to identify major/minor events and characters in a story. Students will describe how characters face different events/challenges in a story. Students understand that characters change as a result of what happens during the story. 	<ul style="list-style-type: none"> Students will analyze and interact with events and ideas in the text. 	<ul style="list-style-type: none"> Retell the story in sequential order Who are major/minor (main/supporting) characters? How do the major/minor characters respond to important challenges in the story? How do the story events affect the character(s)? How does the character change?
Vocabulary: <div> Describe Challenges Major Event Sequence of Events Minor Event Sequential Minor Character Supporting Character Major Character </div>		

Common Core Adoption Process

RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students are able to define repetition and alliteration. Students distinguish between words and phrases. Students are able to see and hear the pattern of the spoken language. Students are able to hear differing sounds in words. Students are able to identify examples of alliteration, rhymes, and repeated lines. 	<ul style="list-style-type: none"> Students are able analyze the way in which regular beats, alliteration, rhymes, and repeated rhymes affect the rhythm and meaning of a text (song, story, or poem). Students will analyze how word choices shape meaning or tone of a story, poem, or song. Students will interpret words and phrases as used in the text. 	<ul style="list-style-type: none"> Can you name the words that rhyme? What is the difference a word, a phrase, or a sentence? Can you find a sentence that shows an example of alliteration? Tell or write a sentence where all the words start with the letter ____? Do you see any repetition in this story, poem, or song? Why do you think the author repeated that line? How are poems and stories different?
Vocabulary: <div> Distinguish Poem Alliteration Phrases Rhyme Consonant Rhythm Vowel Repetition Interpret </div>		

Common Core Adoption Process

RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)		
Know, Remember, Understand, & Comprehend		Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none">Students are able to identify the structural elements of a story (including characters, setting, plot, and resolution).Students are able to recognize that characters and settings are introduced at the beginning of a story.Students are able to summarize the actions that occur at the end of a story.Students are able to identify specific actions in the story help lead to a resolution.Students understand that actions in the story help lead to a resolutionStudents are able to identify bold beginning, mighty middles, and excellent endings.		<ul style="list-style-type: none">Analyze the structure of the texts (sentences, paragraphs, chapters, stanzas, etc.)		
<ul style="list-style-type: none">Explain what happens at the beginning, middle, and end of the story.Who are the major and minor characters?Can you identify the character’s problem(s) in the story?What possible solution(s) do you predict?After reading the entire text, what was the actual resolution?				
Vocabulary:				
Identify		Explain	Conclusion	Structural Elements of a Story
Ending		Text	Plot	Bold Beginnings
Story Structure		Resolution	Mighty Middles	Excellent Endings

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students understand and identify points of view. Students understand characters voice. Students use different voices for different characters. 	<ul style="list-style-type: none"> Students assess how point of views shapes the style of the texts. Students distinguish one character's point of view from another character's point of view. Students distinguish between character's voices when reading aloud (use different voices for different characters). Students are able to analyze connections between text and self. 	<ul style="list-style-type: none"> Describe the differences between the two character's points of view? Can you change your voices so it sounds like the characters might sound? What makes the characters say or act differently? Why is it important for the author to use dialogue? How are the characters different or alike? Do you think the same way as the character does? Why? Why not?
Vocabulary: <div> Distinguish Differentiate Point of View Analyze Opinion Connections Dialogue Contrast </div>		

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will be able to list characters and describe their traits. Students will be able to describe the setting of the text. Students will be able to retell the plot of the story. Students will use illustrations to understand character, setting, and plot. 	<ul style="list-style-type: none"> Students will analyze text information & illustrations to gain a deeper appreciation for the story. 	<ul style="list-style-type: none"> What clues do the illustrations in the story provide to help you understand the setting, characters, and plot? What did you learn about the characters, setting, and/or plot from the words the author used?
Vocabulary: <div> <div>Illustrations</div> <div>Character Traits</div> </div> <div>Character</div> <div>Setting</div> <div>Plot</div> <div>Digital Text</div>		

Common Core Adoption Process

RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will be able to retell the basic elements of two separate stories. 	<ul style="list-style-type: none"> Students will describe the similarities between two versions of the same story. Students will be able to describe the differences between two versions of the same story. Students will be able to analyze two or more texts with similar themes. 	<ul style="list-style-type: none"> Why do you think the authors created their own version of the same story? What are some of the similarities/difference in the two stories?
Vocabulary: <div> <div>Compare</div> <div>Plot</div> <div>Author's Purpose</div> </div> <div> <div>Contrast</div> <div>Theme</div> </div> <div> <div>Author</div> <div>Describe</div> </div> <div> <div>Culture</div> <div>Similarities</div> </div> <div> <div>Character</div> <div>Differences</div> </div> <div> <div>Events</div> </div>		

Common Core Adoption Process

RL.2.10

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)		Higher Level (3 & 4)		
Know, Remember, Understand, & Comprehend		Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none">Students will be able to recognize a variety of textsStudents will comprehend literature at grade 2-3 complexity level with at least 90% accuracy.		<ul style="list-style-type: none">Students read independently and proficiently at grade 2-3 complexity levels.Students will read at DRA level 28.		
<ul style="list-style-type: none">Does this story remind you of any other stories/poems we have read? (text-to-text)Compare/contrast this piece to other texts you have read.What graphic organizer could you use to explain or summarize this story?Predict what you think will happen next in the story.What makes you think that will happen?How will you know if your prediction was correct?Was your prediction correct?				
Vocabulary:				
Comprehend		Literature	Character	Plot
DRA		Proficient	Accuracy	Range
Graphic Organizer		Author	Prediction	DRA
				Setting
				Proficient
				Complexity Level



Grade 2

Reading: Informational Texts

Common Core Adoption Process

RI.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will ask and answer who, what, where, when, why questions. Students will identify main ideas and key details within the text. 	<ul style="list-style-type: none"> Students will generate questions based on the story. 	<ul style="list-style-type: none"> Ask yourself questions like: Who is this story about? Where did it take place? What is happening now? Where in the passage did you find that key detail? How do you know that is a key detail? How did the key details affect the end of the story? What questions do you still have about this story?
Vocabulary: <div> <div>Question</div> <div>Answer</div> <div>Details</div> <div>Text</div> <div>Passage</div> </div>		

Common Core Adoption Process

RI.2.2

Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students are able to identify a paragraph. Students understand the characteristics of a topic sentence. Students understand what is meant by key details. 	<ul style="list-style-type: none"> Students are able to read and analyze a paragraph in order to determine the topic sentence in a paragraph. Students are able to analyze a text in order to determine the main idea and details in a multi-paragraph text. 	<ul style="list-style-type: none"> What is the main idea of this text? Identify the topic sentence in this paragraph. Name the key details that help us understand the main topic/idea. How is each paragraph related to the main topic? What is the focus of this paragraph?
Vocabulary: <div> <div>Paragraph</div> <div>Analyze</div> </div> <div> <div>Multi-Paragraph</div> <div>Topic Sentence</div> </div> <div> <div>Main Topic/Idea</div> </div> <div> <div>Key Details</div> </div>		

Common Core Adoption Process

RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students understand the sequence of historical events or sequence of steps in a technical procedure. 	<ul style="list-style-type: none"> Students will compare and contrast scientific ideas or concepts. Students will connect how one event, scientific event, or step in a procedure influences another. 	<ul style="list-style-type: none"> How did inventing _____ change history? How did the life of (historical figure) affect people today? Which step would you do first; last? How has _____ changed over time? How are these scientific ideas/concepts the same and different? Sequence these historical events in a timeline. 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?
Vocabulary: <div> <div>Compare Contrast</div> <div>Technical Scientific</div> <div>Historical Procedure</div> <div>Sequence Influences</div> <div>Timeline</div> </div>		

Common Core Adoption Process

RI.2.4

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will identify the meaning of compound words. Students will clarify the meaning of words and phrases in all content areas by using glossaries and/or dictionaries. Students will understand that sometimes when a word is used in a phrase the meaning of words may change. Students will recognize commonly used prefixes and suffixes. 	<ul style="list-style-type: none"> Students will determine the meaning of root words in a text. Students will determine the meaning of new words using prefixes and suffixes. 	<ul style="list-style-type: none"> How do you find words in a dictionary? What strategies would you use when you come to a word you don't know? How does the meaning of the same word change in different situations or texts? With that prefix/suffix, how does the meaning of the root word change?
Vocabulary: <div> <div>Root word Prefix</div> <div>Dictionary Suffix</div> <div>Compound Word</div> <div>Clarify</div> </div>		

Common Core Adoption Process

RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students recognize and understand text features: captions, bold print, subheadings, glossaries, electronic menus, icons, and indices (index). 	<ul style="list-style-type: none"> Students are able to evaluate a text and determine important information, based on their prior knowledge of text features. 	<ul style="list-style-type: none"> Can you locate _____ (captions, bold print, subheadings, etc.) in the text? Why do you think the author used bold print for that word? Where would find the glossary and/or in the book? What is their purpose? What are the key facts from this text? Locate a key fact under the subheading of _____? How do icons help us find key facts?
Vocabulary: <div> <div>Bold print Icons</div> <div>Glossaries Text Features</div> <div>Subheading</div> <div>Index</div> <div>Caption</div> </div>		

Common Core Adoption Process

RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand the concept of author's purpose. 	<ul style="list-style-type: none"> Students will analyze the text to determine the author's purpose. Students will accurately describe the author's purpose. 	<ul style="list-style-type: none"> What is the author's purpose? What does the author explain/describe in this passage? The author is trying to explain, describe, or answer something. What makes you think that?
Vocabulary: <div> Author's Purpose Analyze Text Concept Determine Describe Identify </div>		

Common Core Adoption Process

RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will remember that illustrations help them better understand the text and its message. 	<ul style="list-style-type: none"> Students will analyze pictures and diagrams to gather and clarify information. Students will make connections between the illustrations and the central message and/or theme. 	<ul style="list-style-type: none"> How does looking at the chart/diagram help you understand the text? Which information from this chart/diagram helped you understand the meaning of the text? What conclusions can you make using this chart/diagram/facts/graphs?
Vocabulary: <div>Diagram Conclusion Chart Graph Analyze Diagram</div> <div>Clarify</div>		

Common Core Adoption Process

RI.2.8

Describe how reasons support specific points the author makes in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students are able to recognize that author writes in detail to share what he/she thinks or make a point. Students recognize that authors often have multiple ways to portray the same idea or belief. 	<ul style="list-style-type: none"> Students are able to cite evidence of the author's main point. Students are able to make connections between individuals and their ideas. 	<ul style="list-style-type: none"> What does the author think about _____? What reasons support the author's main purpose? Why do you think the author wrote that?
Vocabulary: <div> Reasons Support Details Cite Support Portray Author's Purpose Recognize </div>		

Common Core Adoption Process

RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will know the difference between important or key details and less important details. Students will identify the author's main points and/or key details. 	<ul style="list-style-type: none"> Students will analyze texts to find similarities and differences. Students will differentiate between key details and less important details. 	<ul style="list-style-type: none"> What is the text about? What are the supporting key details? How are the two texts alike? How are the texts different? Were these texts organized in the same way?
Vocabulary: <div> <div>Compare Key Details</div> <div>Text Differences</div> <div>Contrast</div> <div>Similarities</div> <div>Identify</div> </div>		

Common Core Adoption Process

RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students have multiple opportunities to read grade level science/social studies/history textbooks. Students are able to read and comprehend informational texts independently and proficiently. 	<ul style="list-style-type: none"> Students are able to effectively apply their understanding of text features to help comprehend informational texts. Students are able to read and comprehend grade level texts. Students DRA score is at least a level 28 by the end of second grade. 	<ul style="list-style-type: none"> What strategies can you use to help you understand informational text? How can the illustrations/graphics help you understand the text? Why would an author include illustrations/graphics in a text?
Vocabulary: <div> <div>Illustrations</div> <div>Graphics</div> </div> <div> <div>Text Features</div> <div>Informational text</div> </div> <div> <div>Text</div> <div>Graphic Organizers</div> </div> <div> <div>DRA</div> <div>Comprehension</div> </div>		



Grade 2

Reading: Foundational Skills

Common Core Adoption Process

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

A.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will identify vowels. Students will differentiate between consonants and vowels. Students will understand that vowels have two sounds (long and short). 	<ul style="list-style-type: none"> Students will apply their understanding of vowels in order to read regularly spelled words with long and short vowels. 	<ul style="list-style-type: none"> What patterns can you use to help you write that word? What sounds can this vowel make? What sound does the vowel make in that word?
Vocabulary: <div> Vowel Consonants Long Vowels Syllable Short Vowels Fluent </div>		

Common Core Adoption Process

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

B.

Know spelling-sound correspondences for additional common vowel teams.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">• What patterns can you use to help you write that word?• What sounds can this vowel team make?• What vowel team makes that sound?
<ul style="list-style-type: none">• Students will know and read fluently regularly spelled words with vowel teams (Ex: <i>ee, ea</i>)	<ul style="list-style-type: none">• Students will apply their knowledge of vowel teams when writing.	
Vocabulary: <div>Vowel PatternsVowel TeamsVowelFluent</div> <div>Consonant</div>		

Common Core Adoption Process

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

C.

Decode regularly spelled two-syllable words with long vowels.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none">• How many syllables are in this word?• Are there any vowel teams/patterns that you can use to help you read/write that word?• What strategy are you using to decode this word?• Do you see any chunks that help you read/write this word?
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none">• Students will identify the number of syllables in words.• Students will recognize and use common 2-syllable patterns with double consonants (such as <i>mitten</i>, <i>summer</i>, etc.)• Students will understand that different vowel teams/patterns make long vowel sounds in two syllable words• Students will identify meaningful chunks within a two syllable word.	<ul style="list-style-type: none">• Students will apply their knowledge of long vowels when reading appropriate texts.		
Vocabulary:			
Vowel Patterns	Vowel Teams	Vowel	Fluent
Consonant	Syllable	Word Chunk	

Common Core Adoption Process

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

D.

Decode words with common prefixes and suffixes.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students understand that chunks can be added to words to change their meanings (common prefixes/suffixes: <i>re-</i>, <i>un-</i>, <i>dis-</i>, <i>-ly</i>, <i>-ish</i>, <i>-hood</i>, <i>-ful</i>, <i>-ness</i>, <i>-ment</i>, <i>-ation</i>, <i>-able/ible</i> etc.) Students understand that prefixes are found at the beginning of a word Students know the meaning of common prefixes such <i>re-</i>, <i>un-</i>, <i>dis</i>, etc. Students understand that suffixes are found at the end of a word Students recognize common suffixes <i>-ly</i>, <i>-ish</i>, <i>-hood</i>, <i>-ful</i>, <i>-ness</i>, <i>-ment</i>, etc, and how they change the meaning of a word 	<ul style="list-style-type: none"> Students will apply their knowledge of prefixes and suffixes in order to decode new words in appropriate texts. 	<ul style="list-style-type: none"> Can you chunk any part of this word to help you understand its meaning? Does the word have suffixes/prefixes that you know? How did that suffix/prefix change the meaning of the root/base word?
Vocabulary: <div> <div>Phonics</div> <div>Decode</div> </div> <div> <div>Word Chunks</div> <div>Root Word</div> </div> <div> <div>Suffix</div> <div>Base Word</div> </div> <div> <div>Prefix</div> </div>		

Common Core Adoption Process

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

E.

Identify words with inconsistent but common spelling-sound correspondences.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• What makes this word irregular?• What sound does this pattern usually make?• What is another sound that this pattern can make?
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none">• Students understand that sounds do not always follow the common pattern (give and hive, head and heat)• Students will memorize and immediately recognize words with inconsistent, but common spelling-sound correspondences (ex: <i>said</i>)		
Vocabulary:		
Irregular	Inconsistent	Spelling-Sound Correspondence
Inconsistent	Decode	Word Chunk

Common Core Adoption Process

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

F.

Recognize and read grade-appropriate irregularly spelled words.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">• What makes this word irregular?• What strategy do you use to remember this word (for reading it or writing it)?• Why doesn't it help to try and sound this word out?
<ul style="list-style-type: none">• Students will memorize irregularly spelled words (word wall words)• Students will recognize irregularly spelled words instantly when reading.		
Vocabulary: <div><div>Irregular Word Wall</div><div>Fluent Strategy</div><div>Recognize</div><div>Grade-Appropriate</div><div>Decoding</div></div>		

Common Core Adoption Process

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

A.

Read grade-level text with purpose and understanding.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will set a purpose for reading Students will self-monitor for understanding. Students will reread in order to increase comprehension. Students will make connections as they read. 	<ul style="list-style-type: none"> Students will apply strategies as they read in order to better comprehend new texts. 	<ul style="list-style-type: none"> What strategies can you use when the story/text doesn't make sense? When you self-monitor, you _____ What are/were you looking for as you read? Why did you choose this book/story/article, etc.? What strategies do you use when you do not understand the text? Did you reread the part you didn't understand? What connections did you make when reading the text? Does this story remind you of anything?
Vocabulary: <div> <div>Self-monitor Strategies</div> <div>Purpose Selection</div> <div>Sufficient Comprehension</div> <div>Accuracy Text</div> <div>Fluency Connections</div> </div>		

Common Core Adoption Process

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

B.

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will use expression when reading. Students will use strategies for self-correction. Students will reread for fluency and comprehension. Students will practice reading the same text multiple times in order to increase accuracy, modify the rate at which the text is read, and incorporate an appropriate amount of expression. 	<ul style="list-style-type: none"> Students will apply strategies as they read in order to increase fluency. Students will compare and contrast various reading of the same text in order to determine how accuracy, rate and expression affect the story. Students will listen to recordings of their own reading in order to determine whether or not changes need to be made in rate or expression. 	<ul style="list-style-type: none"> Can you read this with fluency and expression? What strategies can you use when it doesn't sound right? What does it mean to read fluently? Did you reread the part you didn't understand? Are you reading with expression? Are you reading word by word? Are you reading with voice? Did you remember most of the words? Are you reading smoothly? Are you reading at an appropriate rate (not too fast or too slow)?
Vocabulary: <div> <div>Fluency</div> <div>Self-monitor</div> <div>Orally</div> </div> <div> <div>Expression</div> <div>Accuracy</div> <div>Incorporate</div> </div> <div> <div>Strategies</div> <div>Rate</div> <div>Voice</div> </div> <div> <div>Self-Correction</div> <div>Successive</div> </div>		

Common Core Adoption Process

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

C.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will review text to confirm understanding. Students will reread for fluency and comprehension. Students will use context clues to determine the meaning of specific texts. Students will self-monitor for understanding while reading. Students will self-correct when reading grade level texts. 		<ul style="list-style-type: none"> Can you read this with fluency and expression? What strategies can you use when it doesn't sound right? What does it mean to read fluently? Did you reread the part you didn't understand? Did you scan the page looking for information? Why is that important? Does that make sense? Did you use context clues to help you understand the meaning of or read a word? What strategies did you use to read the words? Can you summarize what you just read?
Vocabulary: <div> <div>Fluency</div> <div>Word Recognition</div> </div> <div> <div>Expression</div> <div>Strategies</div> </div> <div> <div>Self-Correct</div> <div>Texts</div> </div> <div> <div>Context Clues</div> <div>Confirm</div> </div> <div> <div>Self-Monitor</div> <div>Accuracy</div> </div>		



Grade 2

Writing

Common Core Adoption Process

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 a concluding statement or section.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand what an opinion is Students orally express likes/dislikes of a book/story and support these opinions with specific reasons. Students know and use linking words (<i>because</i>, <i>and</i>, <i>also</i>) when transitioning from one reason to another. Students write a conclusion that restates or sums up the stated opinion. 	<ul style="list-style-type: none"> Students will write an opinion piece about a book/story and provide support for their opinion. 	<ul style="list-style-type: none"> What do you like/dislike about this? Why? Who is your audience? Does the reader know my opinion? How did you support your opinion with details? Did you include transitional/linking words? Did you end with a strong conclusion that restates your opinion?
Vocabulary: <div> <div>Opinion</div> <div>Support</div> </div> <div> <div>Transitional/Linking Words</div> <div>Conclusion</div> </div> <div> <div>Audience</div> <div>Purpose</div> </div> <div> <div>Details</div> <div>Writing Process</div> </div>		

Common Core Adoption Process

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 section.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students understand that informative writing must include a topic sentence, facts that further explain or develop the topic, and a conclusion that restates the main idea. Students know and use linking words (<i>because, and, also</i>) when transitioning from one reason to another. 	<ul style="list-style-type: none"> Students will differentiate between writing text to inform or explain and other types of writing. Students will develop a topic with facts, definitions, and details. Students will write a topic sentence and support it with related information. Students end their writing with a conclusion sentence that restates the topic sentence and/or purpose of the writing. 	<ul style="list-style-type: none"> Does your writing inform or explain? What is your topic? Did you begin with a bold topic sentence? What facts, definitions, and/or details did you use to explain your topic? Where can you find more information about your topic?
Vocabulary: <div> <div>Topic</div> <div>Definitions</div> <div>Linking Words</div> </div> <div> <div>Differentiate</div> <div>Details</div> <div>Topic Sentence</div> </div> <div> <div>Inform</div> <div>Develop</div> <div>Examples</div> </div> <div> <div>Explain</div> <div>Conclusion</div> </div>		

Common Core Adoption Process

W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Know that a narrative tells a story Identify the narrator/writer of a story Know how to transition from one event to another Use dialogue/character's thoughts to help explain what is happening Understand story elements 		<ul style="list-style-type: none"> Who is your story about and where does it take place? Did you use transitional/time words? What problem does the main character face? Which details help your readers visualize and know the characters? Where can you add more descriptive words to make your story more interesting?
Vocabulary: <div> <div>Setting Events</div> <div>Character Descriptive</div> <div>Problem Writing Process</div> <div>Dialogue 6+1 Traits of Writing</div> <div>Details</div> </div>		

Common Core Adoption Process

W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will organize thoughts and ideas. Students will understand and use grammatical and spelling conventions. 	<ul style="list-style-type: none"> Students will engage in adult and peer conferencing to add language and ideas to their writing. Students will revise sentences and/or paragraphs for clarity and word choice. 	<ul style="list-style-type: none"> Which ideas did your partner give you that you can use? How can you rewrite this so that the ideas/details are clearer? What is your bold beginning? Excellent ending? After reviewing the rubric, what changes do you need to make?
Vocabulary: <div> <div>Editing</div> <div>Revising</div> <div>Proofreading</div> </div> <div> <div>Mighty Middle</div> <div>Excellent Ending</div> <div>Feedback</div> </div> <div> <div>Bold Beginning</div> <div>Word Choice</div> <div>Writing Process</div> </div> <div> <div>Rubric</div> <div>Language</div> <div>6+1 Traits of Writing</div> </div>		

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will participate in peer and teacher-led writing conferences prior to publishing their work. Students will know how to use the following toolbar /editing functions: bold, underline, font style, font size, spell and grammar check, dictionary, thesaurus Students know how to save their work on the computer and on a flash drive. Students are able to use Internet search engines. Students know how to use publishing programs including Microsoft Office and Open Office Students know how to print or otherwise publish their work. 	<ul style="list-style-type: none"> Students will apply their knowledge of computer programs such as Microsoft Office and Open Office, to improve and publish their writing. Students will apply what they have learned from participating in peer and teacher-led writing conferences in order to improve their writing. 	<ul style="list-style-type: none"> Where will you save your work to ensure that you don't lose it? What online resources will you use to make your writing better? What program will you use to publish your work? Why did you choose that program? How can you make your finished work look even better? Did you use spell check? What suggestions can you offer your partner?
Vocabulary: <div> <div>Writing Process</div> <div>Editing Functions</div> <div>Microsoft Office</div> </div> <div> <div>Publish</div> <div>Collaboration</div> <div>Open Office</div> </div> <div> <div>6+1 Traits of Writing</div> <div>Word Processor</div> <div>Tool Bar</div> </div> <div> <div>Presentation</div> <div>Search Engines</div> <div>Flash Drive</div> </div>		

Common Core Adoption Process

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; record science observations).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will use the Internet to research an idea. Students will identify key details from multiple sources and keep a record of those details. Students will identify keywords for searching a topic and use those words when conducting research online. Students will organize information that was researched 	<ul style="list-style-type: none"> Students will differentiate between key details and less important details. 	<ul style="list-style-type: none"> What is the topic of your report? What keywords can you use to find your topic online? How will your group divide the work?
Vocabulary: <div> <div>Topic</div> <div>Research</div> </div> <div> <div>Sources</div> <div>Keywords</div> </div> <div> <div>Information</div> <div>Online/Digital sources</div> </div> <div> <div>Differentiate</div> <div>Organize</div> </div> <div> <div>Details</div> <div>Observation</div> </div>		

Common Core Adoption Process

W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will know how to use Internet Search Engines. Students will organize information and events from a personal experience. Students will understand how to summarize and/or rephrase information in a concise manner. Students will understand how to use a variety of sources (videos, textbooks, encyclopedias, and the Internet) in order to find answers to questions. 	<ul style="list-style-type: none"> Students will apply note-taking strategies. Students will apply organizational strategies (such as the use of graphic organizers) in order to organize their thoughts. Students will find evidence to support their answers using Internet Search Engines. 	<ul style="list-style-type: none"> How could you search for that answer using the Internet? Is that something you could Google? What sources could you use to help you find that answer? Instead of copying that sentence word-for-word, can you rewrite it using your own words? How can you be certain that this is the correct answer? Is this information important enough to include? Is there a graphic organizer that might help you put your ideas in order?
Vocabulary: <div> <div>Recall</div> <div>Collaboration</div> <div>Evidence</div> </div> <div> <div>Search Engines</div> <div>Personal Experiences</div> <div>Sources</div> </div> <div> <div>Organization</div> <div>Graphic Organizers</div> </div> <div> <div>6+1 Traits of Writing</div> <div>Summarize</div> </div>		



Grade 2

Speaking & Listening

Common Core Adoption Process

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).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will follow teacher directed rules for discussion. Students know how to respond to the ideas of others in the group. Students will act in a respectful manner and take turns talking and listening to others. 	<ul style="list-style-type: none"> Students will analyze the thoughts and opinions of others and respond accordingly. 	<ul style="list-style-type: none"> Can you add anything to your partner's comment? Do you need something repeated that was said in your group? How can we make sure that everyone feels respected while we discuss this?
Vocabulary: <div>Collaboration Conversation Discussion Comments Respect</div>		

Common Core Adoption Process

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.

B.

Build on others' talk in conversations by linking their comments to the remarks of others.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will follow teacher directed rules for discussion. Students know how to respond to the ideas of others in the group. Students will act in a respectful manner and take turns talking and listening to others. 	<ul style="list-style-type: none"> Students will analyze the thoughts and opinions of others and respond accordingly. Students will make connections between their own opinions and the opinions of others. 	<ul style="list-style-type: none"> How can we make sure that everyone feels respected during this conversation? What should we do when we disagree with someone? Why do you think that? What is one way to encourage your partner to share?
Vocabulary: Collaboration Conversation Discussion Comments Respect Peers		

Common Core Adoption Process

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.

C.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will follow teacher directed rules for discussion. Students know how to respond to the ideas of others in the group. Students will act in a respectful manner and take turns talking and listening to others. 	<ul style="list-style-type: none"> Students will analyze the thoughts and opinions of others and respond accordingly. Students will evaluate the answers and comments of their peers in order to decide what question(s) to ask next. Students will analyze their own knowledge of a topic in order to decide what questions they still have. 	<ul style="list-style-type: none"> How can we make sure that everyone feels respected during this conversation? What should we do when we disagree with someone? Why do you think that? What is one way to encourage your partner to share? What questions do you still have? What information do you need? How do you feel about that?
Vocabulary: <div> Collaboration Peers Conversation Explanation Discussion Topics Comments Text Respect </div>		

Common Core Adoption Process

SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">Using your own words, summarize the video.This chart/graph explains ____.Why is information put into charts/graphs?What was the main idea of the video?Is there a graphic organizer that might help you summarize that information?What notes did you take during that presentation?What strategies do you have to make sure you are paying attention?															
<ul style="list-style-type: none">Students will recognize and describe the main idea and supporting details in a text.Students will understand visual, oral, and digital informational formats.Students will choose graphic organizers to assist them in summarizing information.Students will take notes during presentations in order to aid them in summarizing.	<ul style="list-style-type: none">Students will analyze graphs and tables in order to determine the main idea or recount key details.																
Vocabulary: <table><tr><td>Main Idea</td><td>Supporting Details</td><td>Summarize</td><td>Format</td><td>Organization</td></tr><tr><td>Key Details</td><td>Graphs</td><td>Charts</td><td>Recount</td><td>Oral</td></tr><tr><td>Media</td><td>Graphic Organizer</td><td></td><td></td><td></td></tr></table>			Main Idea	Supporting Details	Summarize	Format	Organization	Key Details	Graphs	Charts	Recount	Oral	Media	Graphic Organizer			
Main Idea	Supporting Details	Summarize	Format	Organization													
Key Details	Graphs	Charts	Recount	Oral													
Media	Graphic Organizer																

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will follow teacher directed rules for discussion. Students know how to respond to the ideas of others in the group. Students will understand that asking questions is an excellent way to clarify meaning and deepen their understanding. Students will act in a respectful manner and take turns talking and listening to others. 	<ul style="list-style-type: none"> Students will analyze the thoughts and opinions of others and respond accordingly. Students will evaluate the answers and comments of their peers in order to decide what question(s) to ask next. Students will analyze their own knowledge of a topic in order to decide what questions they still have. Students will analyze answers given in order to compile a list of information that still needs to be gathered. 	<ul style="list-style-type: none"> How can we make sure that everyone feels respected during this conversation? What should we do when we disagree with someone? Why do you think that? What is one way to encourage your partner to share? What questions do you still have? What information do you need? How do you feel about that?
Vocabulary: <div> Collaboration Peers Conversation Explanation Discussion Topics Comments Text Respect Analyze </div>		

Common Core Adoption Process

SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand and use different strategies for organizing a presentation such as: brainstorming, thinking maps, or graphic organizers. Students will know stories are organized with a beginning, middle, and end. Students will understand that texts or presentations usually have a theme. Students will know that reports have an introduction, body (with good supporting details), and a conclusion. Students will understand and demonstrate good presentation skills including: speaking clearly, with good pacing, and making eye contact with their audience. 	<ul style="list-style-type: none"> Students will apply their knowledge of story structure in order to organize their presentation (chronologically, problem/solution, cause/effect, or before/after). 	<ul style="list-style-type: none"> What makes a presentation great? How are you going to organize your presentation? Why? What could you do to make this presentation even better? Is there a graphic organizer that could help you plan your presentation?
Vocabulary: <div> <div>Presentation</div> <div>Chronological</div> <div>Theme</div> <div>Audibly</div> </div> <div> <div>Brainstorming</div> <div>Problem/Solution</div> <div>Introduction</div> <div>Pacing</div> </div> <div> <div>Thinking Maps</div> <div>Cause/Effect</div> <div>Conclusion</div> <div>Audience</div> </div> <div> <div>Graphic Organizers</div> <div>Text</div> <div>Coherent Supporting Details</div> </div>		

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand how to use audio equipment. Students will choose stories or poems to record. 	<ul style="list-style-type: none"> Students will evaluate their written work and then create visual displays such as legends, charts, graphs, or display boards enhance their topic. Students will use voice pitch and inflection to make reading more interesting. 	<ul style="list-style-type: none"> What do you notice about the way my voice sounded as I read that part of the story? Why do you think my voice changed? How does the story changed when it is presented in a different way?
Vocabulary: <div> <div>Audio Equipment</div> <div>Visual Display</div> <div>Enhance</div> </div> <div> <div>Pace</div> <div>Legend</div> <div>Clarify</div> </div> <div> <div>Voice</div> <div>Chart</div> </div> <div> <div>Pitch</div> <div>Graph</div> </div> <div> <div>Inflection</div> <div>Display Board</div> </div>		

Common Core Adoption Process

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand appropriate ways to communicate effectively. Students will understand when to use formal or informal English. Students will use complete sentences during formal presentations. 	<ul style="list-style-type: none"> Students apply and use content-specific vocabulary during a formal presentation. 	<ul style="list-style-type: none"> How will you make sure that your audience understands the vocabulary that you included in your presentation? What will you do to make sure your audience enjoys your presentation?
Vocabulary: <div> <div>Formal English Vocabulary</div> <div>Informal English Formal Presentation</div> <div>Communicate Complete Sentences</div> <div>Content-Specific Detail</div> </div>		



Grade 2

Language

Common Core Adoption Process

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*).

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none">What do we need to do to this noun in order to make it plural?How would I change <u>duck</u> so that it meant more than one <u>duck</u>?
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none">Students will know how to print legibly.Students will use special words to identify a collection of objects, people, or things (like group, school, herd, etc.)Students will know how plurals are formed.Students will distinguish between regular and irregular plurals.Students will identify subjects and predicates and understand they can be moved in a sentence and still make sense.	<ul style="list-style-type: none">Students will apply their knowledge of writing conventions in order to create and use complete sentences when writing or speaking.		
Vocabulary:			
Print Legibly		Identify	Collection
Irregular Plural		Subject	Predicate
Adjectives		Nouns	Verbs
			Regular Plural
			Pronouns

Common Core Adoption Process

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B.

Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand that sometimes adding "s" to the end of a noun is not the correct way to make it plural. Students will understand the concept of plural nouns. Students will memorize the most commonly occurring irregular plural nouns (tooth, child, moose fish, foot, mouse, die, man, woman). 	<ul style="list-style-type: none"> Students will apply their knowledge of frequently occurring irregular plural nouns by choosing the correct word in their own speaking and writing. 	<ul style="list-style-type: none"> What is the plural form of (tooth, child, moose fish, foot, mouse, die, man, woman)? Complete a T-Chart showing the plural form of several nouns (including some irregular plural nouns).
Vocabulary: <div>Common Occur</div> <div>Standard English Irregular Plural Nouns</div> <div>Grammar</div> <div>Conventions</div>		

Common Core Adoption Process

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

C.

Use reflexive pronouns (e.g., *myself*, *ourselves*).

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none">Does this sentence make sense?How can I change this sentence in order to make it sound better?
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none">Students will identify reflective pronouns (myself, yourself, himself, herself, yourself, itself, themselves, ourselves, &yourselves).Students will correctly use reflective pronouns when speaking and writing.			
Vocabulary:			
Reflective Pronouns English Grammar	Conventions Command	Pronouns	Grammar Usage

Common Core Adoption Process

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D.

Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will be able to identify irregular verbs. Students will correctly use irregular verbs when writing and speaking. Students will be able to find and use the irregular past tense. 	<ul style="list-style-type: none"> Students will apply their knowledge of frequently occurring irregular verbs by choosing the correct word when writing and speaking. 	<ul style="list-style-type: none"> Does this sentence make sense? How can I change this sentence in order to make it sound better?
Vocabulary: <div> Identify Conventions Irregular Verbs Grammar Past Tense Standard English </div>		

Common Core Adoption Process

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E.

Use adjectives and adverbs, and choose between them depending on what is to be modified.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">• What word might you use to describe this noun?• What word might you use to describe this verb?• What word could you add to give the reader a better image of what you are talking about?
<ul style="list-style-type: none">• Students will be able to define the following parts of speech: noun, verb, adverb, & adjective.• Students will identify the following parts of speech: noun, verb, adverb, & adjective.	<ul style="list-style-type: none">• Students will apply his/her knowledge of parts of speech to determine whether or not to use an adjective or adverb to describe another word (nouns are described with adjectives & verbs are described by adverbs).	
Vocabulary: <div><div>Noun Grammar</div><div>Verb Image</div><div>Adjective Parts of Speech</div><div>Adverb</div><div>Modify</div></div>		

Common Core Adoption Process

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will identify run-on sentences. Students will identify fragments. Students will identify simple sentences. Students will identify compound sentences. 	<ul style="list-style-type: none"> Students will combine fragments in order to produce compound sentences. Students will recognize and self-correct fragment and run-on sentences when he/she uses them in his/her own writing. 	<ul style="list-style-type: none"> Which of these sentences is a fragment? How can you change it to make it a complete sentence? Is this a complete sentence or a run-on sentence? How might we combine these two sentences into one compound sentence?
Vocabulary: <div> <div>Produce Conventions</div> <div>Expand Fragment</div> <div>Rearrange Run-On Sentence</div> <div>Simple Sentences Compound Sentences</div> </div>		

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Which words in this sentence need to be capitalized? Why?• Explain why that word needs to be capitalized?
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none">• Students will recognize proper nouns.• Students will capitalize proper nouns.	<ul style="list-style-type: none">• Students will differentiate between common and proper nouns.	
Vocabulary: <div><div>Command</div><div>Differentiate</div><div>Capitalize</div><div>Conventions</div><div>Common Noun</div><div>Standard English</div><div>Proper Noun</div></div>		

Common Core Adoption Process

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B.

Use commas in greetings and closings of letters.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">What do you notice about where writers place commas in letters?
<ul style="list-style-type: none">Students will understand that a comma must be inserted following the greeting of a letter (Ex: Dear Sally,).Students will understand that a comma must be inserted following the closing of a letter (Ex: Sincerely, Adam).	<ul style="list-style-type: none">Students will apply their understanding of commas when letter writing by including a comma after the greeting and after the closing of the letter.	
Vocabulary:		
Command Differentiate	Commas Conventions	Standard English
		Greetings
		Closings

Common Core Adoption Process

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C.

Use an apostrophe to form contractions and frequently occurring possessives.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">• How can we combine these two words into one contraction?• Is there a word that means the same as those two words together?
<ul style="list-style-type: none">• Students will understand that to make a noun possessive an apostrophe is needed.• Students will understand that an apostrophe is needed to form contractions.	<ul style="list-style-type: none">• Students will apply their understanding of apostrophes to correctly form contractions.• Students will apply their understanding of apostrophes to correctly spell possessives.	
Vocabulary: <div><div>Command Occurring</div><div>Apostrophe Conventions</div><div>Standard English Possessives</div><div>Frequently Contractions</div></div>		

Common Core Adoption Process

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D.

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">What spelling pattern do you notice in that word?
<ul style="list-style-type: none">Students will remember spelling patterns covered during their phonics and/or spelling instruction.	<ul style="list-style-type: none">Students will apply spelling patterns covered during their phonics and/or spelling instruction when writing.	
Vocabulary: <div><div>Command Phonics</div><div>Spelling Pattern</div><div>Standard English</div><div>Generalize</div></div>		

Common Core Adoption Process

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none">• Before you ask me to spell that word for you, where else could you look?• What is your strategy for determining if you spelled that word correctly?	
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none">• Students will remember to use a dictionary (either online or print versions) when they have a question about the spelling of a word.• Students will know how a dictionary is organized.• Students will be able to use a dictionary.			
Vocabulary:			
Command	Spelling	Standard English	Reference Material
Online Resource	Internet	Dictionary	Strategies

Common Core Adoption Process

L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A.

Compare formal and informal uses of English

What do students need to be able to <u>DO</u> ?			Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)		<ul style="list-style-type: none">• What is your purpose for this piece of writing?• Who is your audience?• How do you change the way in which you speak or write based on your audience?• Is this style appropriate for your audience?
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize		
<ul style="list-style-type: none">• Students will understand that there is a difference between informal and formal English.• Students will recognize informal English when they hear or read it.• Students will recognize formal English when they hear or read it.• Students will be able to explain the differences and similarities between formal and informal English.	<ul style="list-style-type: none">• Students will apply their knowledge of formal and informal English in order to make proper language choices when writing or speaking.• Students will apply their knowledge of formal and informal English in order to draw conclusions about what they are listening to and/or reading.		
Vocabulary:			
Conventions Recognize	Formal English Apply	Informal English Language Choices	Compare Audience

Common Core Adoption Process

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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand that authors often include the definition of a word within the sentence. 	<ul style="list-style-type: none"> Students will evaluate context clues in order to determine the meaning of an unknown word or phrase. 	<ul style="list-style-type: none"> What strategies have you used to determine what this word means? Are there any context clues in this sentence to help you figure out what that word means? Can you read around this word in order to figure out what it means?
Vocabulary: <div> <div>Determine Flexibility Context</div> <div>Clarify Array Evaluate</div> <div>Multiple-Meaning Words Sentence-Level Context</div> <div>Content Strategies</div> </div>		

Common Core Adoption Process

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.

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*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand that prefixes change the meaning of words. Students will remember commonly used prefixes (ex: re, un, pre). 	<ul style="list-style-type: none"> Students will apply their understanding of prefixes in order to determine the meaning of unknown words. 	<ul style="list-style-type: none"> How does the prefix change the meaning of the word? Do you see any word chunks that might help you determine the meaning of that word?
Vocabulary: <div> Determine Flexibility Context </div> <div> Clarify Array Evaluate </div> <div> Multiple-Meaning Words Sentence-Level Context Root Word </div> <div> Content Strategies </div>		

Common Core Adoption Process

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.

C.

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will have an understanding of word parts including: prefix, suffix, and root words. Students will understand that prefixes and suffixes change the meaning of words. Students will remember the meaning of prefixes and suffixes already taught. 	<ul style="list-style-type: none"> Students will apply their knowledge of word parts (prefix, suffix, root) in order to figure out the meaning of unknown words with the same root. 	<ul style="list-style-type: none"> Do you see a root word that you know inside of that word? What do you think the root word of this unknown word is? What clues does the prefix give us? What does that prefix/suffix do to a word? What strategies do you have that might help you determine the meaning of that word?
Vocabulary: <div> <div>Determine</div> <div>Flexibility</div> <div>Context</div> </div> <div> <div>Clarify</div> <div>Array</div> <div>Evaluate</div> </div> <div> <div>Content</div> <div>Strategies</div> <div>Root Word</div> </div> <div> <div>Prefix</div> <div>Suffix</div> <div>Affix</div> </div> <div> <div>Word Parts</div> </div>		

Common Core Adoption Process

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.

D.

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand that a compound word is made up of two words that when joined together make a new word. 	<ul style="list-style-type: none"> Students are able to apply their knowledge of compound words in order to determine the meaning of unknown compound words. 	<ul style="list-style-type: none"> What strategies do you have that might help you determine the meaning of that word? What smaller words do you see inside of this word?
Vocabulary: <div> Determine Flexibility Evaluate </div> <div> Clarify Array </div> <div> Word Parts Compound Words </div> <div> Content Strategies </div>		

Common Core Adoption Process

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.

E.

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will remember to use a dictionary or glossary (either online or print versions) when they have a question about the meaning of a word. Students will know how glossaries and dictionaries are organized. 	<ul style="list-style-type: none"> Students will apply their understanding of glossaries and dictionaries in order to determine the meaning of unknown words. 	<ul style="list-style-type: none"> Can you find the meaning of that word online? Where might you look for the meaning of that word? What strategies do you have to determine the meaning of that word?
Vocabulary: <div> <div>Determine Flexibility Glossaries</div> <div>Clarify Array Phrases</div> <div>Digital Online Resources Internet</div> <div>Dictionary Strategies</div> </div>		

Common Core Adoption Process

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*).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students will understand that they can make a description better by adding words that they use in real life. Students will consider descriptions as they read order to gain a complete understanding of the text. 	<ul style="list-style-type: none"> Students will evaluate their descriptions in order to decide if more words are necessary to fully describe the item or event. Students will evaluate descriptions as they read order to gain a complete understanding of the text. Students will evaluate descriptions as they read order to gain a better understanding of the author's message. 	<ul style="list-style-type: none"> What do you think the author means when he uses that word? Have you ever used that word before? When? What connections can you make between the word in the text and way you have used that word in the past?
Vocabulary: <div> <div>Demonstrate Identify</div> <div>Understanding Connections</div> <div>Relationship Describe</div> <div>Nuances Descriptive</div> </div>		

Common Core Adoption Process

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

B.

Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

What do students need to be able to <u>DO</u> ?		Question Stems												
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">• Which word is the best choice to show exactly what this is like?• Do you know any other words that mean the same thing?• What is another word that you could use to describe that?• Is there another way to say that without changing the meaning?• What is the author is telling us when he/she used the word _____?• In what other situation can this word be used?• Without changing the meaning, what word could you add to make the sentence stronger?												
<ul style="list-style-type: none">• Students will understand that words can have shades of meaning.• Students will understand connections between words.• Students will understand the concept of synonyms.• Students will identify synonyms.	<ul style="list-style-type: none">• Students will evaluate their word choice in order to determine if another word would enhance their message.													
Vocabulary: <table><tr><td>Demonstrate</td><td>Understanding</td><td>Relationship</td><td>Nuances</td></tr><tr><td>Adjective</td><td>Connections</td><td>Describe</td><td>Descriptive</td></tr><tr><td>Shades of Meaning</td><td>Synonyms</td><td>Word Choice</td><td>Verb</td></tr></table>			Demonstrate	Understanding	Relationship	Nuances	Adjective	Connections	Describe	Descriptive	Shades of Meaning	Synonyms	Word Choice	Verb
Demonstrate	Understanding	Relationship	Nuances											
Adjective	Connections	Describe	Descriptive											
Shades of Meaning	Synonyms	Word Choice	Verb											

Common Core Adoption Process

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*).

What do students need to be able to <u>DO</u> ?		Question Stems												
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none">• Our word of the day is _____. Look for a chance to use this word today.• As you read to self or partner read today, look for the words we have been studying.• Can you use any of the word wall words in your writing?												
<ul style="list-style-type: none">• Students will add words to the word wall and identify their meaning.	<ul style="list-style-type: none">• Students will incorporate the words learned across the curriculum into their writing.• After hearing/reading a new word, students will use that word correctly when speaking and/or writing.													
Vocabulary: <table><tr><td>Phrase</td><td>Acquire</td><td>Conversation</td><td>Respond To Text</td></tr><tr><td>Adjective</td><td>Adverb</td><td>Word Wall</td><td>Specific</td></tr><tr><td>General</td><td>Precise</td><td></td><td></td></tr></table>			Phrase	Acquire	Conversation	Respond To Text	Adjective	Adverb	Word Wall	Specific	General	Precise		
Phrase	Acquire	Conversation	Respond To Text											
Adjective	Adverb	Word Wall	Specific											
General	Precise													