

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
READING INFORMATION				
KEY IDEAS & DETAILS	<b>2.RI1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> <li>• Texts</li> <li>• Questions</li> <li>• Answers</li> <li>• Key Details</li> <li>• Predictions</li> <li>• Inferences</li> <li>• Background knowledge</li> <li>• 5 W's + H questions (who, what, where, when, why and how)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors include key details in informational texts which can help a reader ask and answer questions.</li> <li>• Good readers know a question is different from a statement and requires an answer.</li> <li>• Good readers answer who, what, where, when, why, and how questions about a text in order to demonstrate an understanding of key details.</li> </ul>	<ul style="list-style-type: none"> <li>• Make reasonable predictions as they read</li> <li>• Use information from the text and background knowledge to make inferences</li> <li>• Demonstrate understanding of key details in a text when asking and answering questions</li> <li>• Ask and answer questions which begin with who, what, where, when why, and how</li> </ul>
	<b>2.RI2:</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Main topic</li> <li>• Difference between the main topic and key details</li> <li>• Focus of specific paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational text(s) include key details in order to help readers make meaning of the text.</li> <li>• Good readers use key details in an informational text to identify the main topic.</li> <li>• Informational texts can have multiple paragraphs that work together to inform readers about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main topic of a multi-paragraph informational text</li> <li>• Identify the focus of specific paragraphs within an informational text</li> <li>• Describe or graphically represent the relationship between main topic and focus of specific paragraphs</li> <li>• Identify the main topic of a multi-paragraph text, as well as the focus of specific paragraphs within the text</li> </ul>
	<b>2.RI3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to describe</li> <li>• Key ideas/concepts, events, steps in informational texts.</li> <li>• parts of a I of content-specific texts (e.g., science and historical texts) based on text features (e.g., events, steps, procedures)</li> <li>• Simple transition/linking words that show connections (e.g., first, because, then, on the other hand) for informational texts.</li> <li>• Connections (e.g., one piece of text "explains" another or stands in "contrast" to another or "comes before" another)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational texts produce texts that have a variety of characteristics and structures</li> <li>• Good readers understand the connections between events, ideas/concepts or steps and use those connections to better understand informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the events, key ideas/ concepts, or steps in informational texts</li> <li>• Discriminate between different kinds of informational texts based on text features</li> <li>• Identify words that signal connections in informational texts</li> <li>• Describe or graphically represent how a series of events, key ideas/concepts, or steps are connected</li> </ul>

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
READING INFORMATION				
CRAFT AND STRUCTURE	<p><b>2.RI.4:</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> <li>• Informational text</li> <li>• Word choice</li> <li>• Words and phrases</li> <li>• Context clues</li> <li>• Non-linguistic images (e.g. Picture/graphic clues)</li> <li>• Strategies for identifying and using context clues</li> <li>• Literal and non-literal meaning</li> <li>• Simple figurative language (e.g., simile, metaphor)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors make purposeful language choices to create meaning in informational text(s).</li> <li>• Good readers actively seek the meaning of unknown words/phrases to clarify understanding of informational text(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Read and reread other sentences and non-linguistic images in the text to identify context clues</li> <li>• Use context clues to help unlock the meaning of unknown words/phrases</li> <li>• Determine the appropriate definition of words that have more than one meaning</li> <li>• Describe how language choices create meaning in text</li> <li>• Recognize words and phrases that have literal and non-literal meanings</li> <li>• Identify figurative language</li> <li>• Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</li> </ul>
	<p><b>2.RI.5:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)</li> <li>• The characteristics of key facts</li> <li>• How to locate information in a text efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• Authors create informational texts using various text features to help readers locate key facts or information in a text proficiently</li> <li>• Good readers use the overall structure and text features of an informational text to make meaning from their reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify text features</li> <li>• Identify essential information from text features to enhance understanding of text</li> <li>• Use various text features to locate key facts or information in a text efficiently</li> <li>• Know and use various text features) to locate key facts or information in a text efficiently</li> </ul>
	<p><b>2.RI.6:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• How to identify</li> <li>• Author's roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text</li> </ul>	<ul style="list-style-type: none"> <li>• Authors have different reasons for writing texts.</li> <li>• The author's purpose affects what and how he/she writes.</li> <li>• Good readers identify the main purpose of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author's purpose purposes (to inform, to persuade, to explain how, to entertain) for writing a text</li> <li>• Tell how a text answers a question</li> <li>• Tell how a text persuades the reader</li> <li>• Tell how a text explains an idea or process</li> <li>• Tell how a text entertains the reader</li> <li>• Tell how a text describes a place, individuals or an event</li> </ul>

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
READING INFORMATION				
INTEGRATION OF KNOWLEDGE & IDEAS	<b>2.RI.7:</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<ul style="list-style-type: none"> <li>• Key ideas</li> <li>• Text details</li> <li>• Graphics/images/illustrations (e.g., photographs, diagrams, simple charts, graphs, maps)</li> <li>• Identify images in an informational text</li> <li>• Understand the terms explain, contribute, and clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Authors use illustrations and details in a text to present their key ideas.</li> <li>• Good readers use the illustrations and details available in a text to enhance their understanding of an informational text(s).</li> <li>• Discuss how specific images add to and clarify informational text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe key details that relate to the illustration</li> <li>• Describe the relationship between illustrations and the text in which they appear</li> <li>• Identify the key idea(s) of the text</li> <li>• Use information from illustrations and details from the text to describe its key ideas</li> </ul>
	<b>2.RI.8:</b> Describe how reasons support specific points the author makes in a text..	<ul style="list-style-type: none"> <li>• Identify the key points in text</li> <li>• Identify details that support key points</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how reasons support the author’s specific points</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how reasons support specific points the author makes in a text.</li> </ul>
	<b>2.RI.9:</b> Compare and contrast the most important points presented by two texts on the same topic.	<ul style="list-style-type: none"> <li>• Informational text (both literary nonfiction and expository/technical texts)</li> <li>• Compare</li> <li>• Contrast</li> <li>• Important points/main ideas</li> <li>• Most important vs. least important points</li> </ul>	<ul style="list-style-type: none"> <li>• Authors of informational text provide information on topics in different ways.</li> <li>• Good readers make meaning of informational texts by identifying the important points in those texts, and by comparing and contrasting the important points presented in two texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the most important points presented in texts</li> <li>• Compare by writing or graphically representing the most important points presented by two texts on the same topic</li> <li>• Contrast by writing or graphically representing the most important points presented by two texts on the same topic</li> <li>• Compare and contrast the most important points presented by two texts on the same topic</li> </ul>
READING RANGE	<b>2.RI.10:</b> 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.	<ul style="list-style-type: none"> <li>• Identify and understand key ideas and details</li> <li>• Identify and understand craft and structure</li> <li>• Identify and understand integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend key ideas and details in an informational text</li> <li>• Comprehend craft and structure in an informational text</li> <li>• Comprehend integration of knowledge in an informational text</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
READING LITERATURE				
KEY IDEAS & DETAILS	<p><b>2.RL.1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> <li>Prediction</li> <li>Inference</li> <li>Background knowledge</li> <li>Literary elements (e.g., character, setting, events)</li> <li>5 W's + H questions (who, what, where, when, why, and how)</li> </ul>	<ul style="list-style-type: none"> <li>Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text</li> <li>Good readers answer who, what, where, when, why, and how questions about a text in order to demonstrate an understanding of key details.</li> </ul>	<ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Use the combination of background knowledge and explicitly stated information to answer questions they have as they read</li> <li>Demonstrate an understanding of the key details in a text when answering questions about the text</li> <li>Ask and answer questions which begin with who, what, where, when why, and how to demonstrate understanding of key details in a text</li> </ul>
	<p><b>2.RL.2:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<ul style="list-style-type: none"> <li>Literary texts</li> <li>How to recount literary texts</li> <li>Characteristics of fables and folktales from diverse cultures</li> <li>Central message, moral, lesson</li> <li>Difference between central ideas and key details in a story</li> <li>Characteristics of an effective retelling/recounting</li> </ul>	<ul style="list-style-type: none"> <li>Authors of literary texts include details that help readers make sense of stories.</li> <li>Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details (e.g., characters, settings, problem/solution).</li> </ul>	<ul style="list-style-type: none"> <li>Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures</li> <li>Determine central message, lesson or moral</li> <li>Describe how key details show a central message, lesson or moral</li> <li>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</li> </ul>
	<p><b>2.RL.3:</b> Describe how characters in a story respond to major events and challenges.</p>	<ul style="list-style-type: none"> <li>Literary texts</li> <li>Important/supporting details</li> <li>Story &amp; Play elements: Plot (e.g., major events), Challenge/conflict (e.g., problem/solution), Character's feelings, words and actions, Setting (e.g., time, place)</li> </ul>	<ul style="list-style-type: none"> <li>Authors develop their stories by having characters respond to major events and challenges.</li> <li>Good readers understand that characters in a literary text can change and respond to major events and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the major events in a story or play</li> <li>Identify the characters in a story or play (e.g., words, thoughts, and feelings)</li> <li>Describe or graphically represent characters (their words, thoughts and feelings) and events in a story or play</li> <li>Describe how characters in a story respond to major events and challenges</li> </ul>

# GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		(Factual)	(Conceptual)	(Procedural, Application, Extended Thinking)
READING LITERATURE				
CRAFT AND STRUCTURE	<p><b>2.RL.4:</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<ul style="list-style-type: none"> <li>Literary text</li> <li>How to describe</li> <li>Word choice</li> <li>Context clues</li> <li>Literal and non-literal meaning</li> <li>Figurative language (e.g., simile, metaphor)</li> <li>Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue)</li> <li>Feeling &amp; sensory words/mood</li> </ul>	<ul style="list-style-type: none"> <li>Authors make purposeful language choices to create meaning in stories, poems, and songs.</li> <li>Readers actively seek the meaning of unknown words/phrases to clarify understanding of stories, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues</li> <li>Use context clues to help unlock the meaning of unknown words/phrases</li> <li>Determine the appropriate definition of words that have more than one meaning</li> <li>Begin to recognize words and phrases that have literal and non-literal meanings</li> <li>Identify figurative language and literary devices</li> <li>Describe how language choices supply rhythm and create meaning in stories, poems and songs</li> </ul>
	<p><b>2.RL.5:</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> <li>Literary text</li> <li>How to describe</li> <li>Story structure(e.g., beginning, middle, end)</li> <li>The beginning of a story introduces the action</li> <li>The end of a story concludes the action</li> </ul>	<ul style="list-style-type: none"> <li>Authors of literary texts use various story structures.</li> <li>Good readers understand that knowing the beginning, middle, and ending of a story helps them to make meaning of a literary text.</li> <li>Good readers understand that the overall structure of a text can help them make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beginning middle, and end of a story</li> <li>Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action</li> </ul>
	<p><b>2.RL.6:</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<ul style="list-style-type: none"> <li>Literary text(s)</li> <li>Point of View</li> <li>Characters</li> <li>Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text</li> <li>Voice tone, rate, and loudness</li> <li>Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>An author's purpose for writing a piece of text affects what he/she writes.</li> <li>Good readers recognize that who tells a story (or a part of a story) affects what is told and how it is told.</li> </ul>	<ul style="list-style-type: none"> <li>Identify more than one purpose for writing a text</li> <li>Recognize the author's purpose for writing a text</li> <li>Identify the points of views of characters in a text</li> <li>Identify how the "voice" of a character could reflect his/her point of view</li> <li>Acknowledge differences in point of views of characters</li> <li>Speak in a different voice for each character when reading dialogue aloud</li> </ul>

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
READING LITERATURE				
INTEGRATION OF KNOWLEDGE & IDEAS	<p><b>2.RL.7:</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<ul style="list-style-type: none"> <li>• How to use information from illustrations to demonstrate understanding</li> <li>• Illustrations (e.g., photos, pictures, drawings)</li> <li>• Versions of text (e.g., written, print, digital)</li> <li>• Story details (e.g., character, setting, plot/events)</li> </ul>	<ul style="list-style-type: none"> <li>• Authors choose details and illustrations to include in a literary text in order to convey meaning.</li> <li>• Good readers use the details and illustrations available in a literary text to enhance understanding of the text(s).</li> <li>• Good readers recognize similarities and differences in two or more versions of the same story.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe essential details/information from illustrations</li> <li>• Combine information from illustrations with words from the literary text to make meaning</li> <li>• Use details/ information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</li> </ul>
	<p><b>2.RL.9:</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Author(s)</li> <li>• Culture</li> <li>• Central message/lesson</li> <li>• Setting</li> <li>• Plot (main events, problem/solution)</li> <li>• Character/character traits</li> <li>• Text-to-self, text-to-text, text-to-world connections</li> </ul>	<ul style="list-style-type: none"> <li>• Authors can write different versions of the same story which may reflect different perspectives and cultures.</li> <li>• Good readers recognize similarities and differences in two or more versions of the same story.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the settings of two or more texts</li> <li>• Identify and describe character(s) traits in two or more texts</li> <li>• Retell the plots of two or more texts</li> <li>• Identify the central message/lesson of two or more texts</li> <li>• Compare and contrast two or more versions of the same story by different authors or from different cultures</li> </ul>
READING RANGE	<p><b>2.RL.10:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Identify/understand key ideas</li> <li>• Identify/understand craft and structure</li> <li>• Identify/understand integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend key ideas and details</li> <li>• Comprehend craft and structure</li> <li>• Comprehend integration of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
SPEAKING & LISTENING				
COMPREHENSION & COLLABORATION	<p><b>2.SL.1:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>2.SL.1a.</b> 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).</p> <p><b>2.SL.1b.</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>2.SL.1c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>• Identify key ideas from second grade topics and texts</li> <li>• Identify agreed-upon rules for discussion</li> <li>• Recognize how others listen</li> <li>• Recognize how others ask questions on topics</li> <li>• Recognize how others move conversations along</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate comments and questions appropriate to the topic of discussion</li> <li>• Determine if agreed-upon discussion rules are being followed</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in conversations about grade 2 topics and texts</li> <li>• Follow agreed-upon rules for discussion</li> <li>• Connect comments to the comments of others</li> <li>• Ask questions to better understand topics and text</li> </ul>
	<p><b>2.SL.2:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>• Recount key ideas and/or details from a text read aloud</li> <li>• Recount key ideas and/or details from information presented orally</li> <li>• Recount key ideas and/or details through other media</li> <li>• Describe key ideas or details from a text read aloud</li> <li>• Describe key ideas or details from information presented orally</li> <li>• Describe key ideas or details through other media</li> </ul>		<ul style="list-style-type: none"> <li>• Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>
	<p><b>2.SL.3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Identify a speaker's topic or issue</li> <li>• Identify situations where information is needed about what a speaker says</li> <li>• Identify situations where understanding could be deepened</li> <li>• Identify situations where comprehension needs to be clarified</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> </ul>

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
SPEAKING & LISTENING				
PRESENTATION OF KNOWLEDGE	<p><b>2.SL.4:</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> <li>• Identify appropriate facts</li> <li>• Identify relevant, descriptive details</li> <li>• Identify and recall an experience</li> <li>• Recognize what constitutes a coherent sentence</li> <li>• Recognize what constitutes an adequate audible volume</li> </ul>	<ul style="list-style-type: none"> <li>• Determine appropriate facts</li> <li>• Determine relevant, descriptive details</li> <li>• Formulate coherent sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>• Tell a story or recount an experience aloud, with appropriate facts</li> <li>• Tell a story or recount an experience aloud, with relevant, descriptive details</li> <li>• Tell a story while speaking audibly in coherent sentences</li> </ul>
	<p><b>2.SL.6:</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> <li>• Recognize an audio recording</li> <li>• Recount an experience</li> </ul>	<ul style="list-style-type: none"> <li>• Determine when it is appropriate to clarify ideas with drawings or visually</li> <li>• Determine when it is appropriate to clarify thoughts with drawings or visually</li> <li>• Determine when it is appropriate to clarify feelings with drawings or visually</li> <li>• Clarify ideas, thoughts, and feelings by adding drawings/visual displays</li> </ul>	<ul style="list-style-type: none"> <li>• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• Create audio recordings of stories or poems</li> <li>• Add drawings/visual displays to stories</li> <li>• Add drawings /visual displays to experiences</li> </ul>
	<p><b>2.SL.6:</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> <li>• Recognize complete sentences in writing and when spoken</li> <li>• Identify the audience</li> <li>• Recognize task and situation</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate when a situation calls for speaking in complete sentences</li> <li>• Interpret requested detail or clarification</li> <li>• Formulate a response</li> </ul>	<ul style="list-style-type: none"> <li>• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> <li>• Speak in complete sentences when appropriate to task and situation</li> <li>• Respond to answer questions or to clarify</li> </ul>



## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
LANGUAGE				
CONVENTIONS OF STANDARD ENGLISH	<p><b>2.L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• <b>2.L1a.</b> Use collective nouns (e.g., group).</li> <li>• <b>2.L1b.</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>• <b>2.L1c.</b> Use reflexive pronouns (e.g., myself, ourselves).</li> <li>• <b>2.L1d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)</li> <li>• <b>2.L1e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• <b>2.L1f.</b> Produce, expand, and rearrange complete simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Identify collective nouns</li> <li>• Recognize irregular plural nouns</li> <li>• Recognize reflexive pronouns</li> <li>• Know past tense forms of irregular verbs</li> <li>• Identify adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use collective nouns when writing</li> <li>• Form irregular plural nouns when writing</li> <li>• Use reflexive pronouns when writing</li> <li>• Use past tense of irregular verbs when writing</li> <li>• Choose between adjectives and adverbs when writing</li> <li>• Rearrange complete, simple, and compound sentences when writing</li> <li>• Use collective nouns when speaking</li> <li>• Form and use regular and irregular plural nouns when speaking</li> <li>• Use reflexive pronouns when speaking</li> <li>• Form and use regular and irregular verbs when speaking</li> <li>• When speaking, use adjectives and adverbs, and choose between them depending on what is to be modified</li> <li>• Produce, expand, and rearrange complete, simple, and compound sentences</li> </ul>
	<p><b>2.L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• <b>2.L2a.</b> Capitalize holidays, product names, and geographic names.</li> <li>• <b>2.L2b.</b> Use commas in greetings and closings of letters.</li> <li>• <b>2.L2c.</b> Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• <b>2.L2d.</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>• <b>2.L2e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Apply correct capitalization</li> <li>• Apply correct punctuation</li> <li>• Apply correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalize holidays</li> <li>• Capitalize product names</li> <li>• Capitalize geographic names</li> <li>• Use commas in greetings</li> <li>• Use commas in closing of letters</li> <li>• Use an apostrophe to form contractions</li> <li>• Use an apostrophe to form frequently occurring possessives</li> <li>• Use spelling rules and patterns</li> <li>• Use reference materials, including beginning dictionaries, as needed to check and correct spelling</li> </ul>

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
LANGUAGE				
VOCABULARY ACQUISITION & USE	<p><b>2.L3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• <b>2.L3a.</b> Compare formal and informal uses of English.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize language conventions for writing</li> <li>• Recognize language conventions for speaking</li> <li>• Recognize language conventions for reading</li> <li>• Recognize language conventions for listening</li> <li>• Identify conventions of language for formal use of English</li> <li>• Identify conventions of language for informal use of English</li> </ul>	<ul style="list-style-type: none"> <li>• Apply language knowledge when writing</li> <li>• Apply language knowledge when reading</li> <li>• Apply language knowledge when listening</li> <li>• Apply knowledge of language conventions when writing</li> <li>• Apply knowledge of language conventions when reading</li> <li>• Apply knowledge of language conventions when listening</li> <li>• Compare formal and informal uses of English</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of language when speaking</li> <li>• Use knowledge of language conventions when speaking</li> </ul>
	<p><b>2.L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>• <b>2.L4a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• <b>2.L4b.</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).</li> <li>• <b>2.L4c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>• <b>2.L4d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>• <b>2.L4e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify context clues within sentences and know how to use them to construct meaning of unknown or multiple meaning words</li> <li>• Identify meaning of common grade appropriate prefixes and new words formed with them (e.g., happy/unhappy, tell/retell)</li> <li>• Identify grade appropriate root words and their meanings</li> <li>• Identify compound words</li> <li>• Identify and define individual words within the compound word</li> <li>• Use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases</li> <li>• Use digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases</li> <li>• Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Apply ABC order to appropriate resources</li> <li>• Apply knowledge of common root words to problem solve novel words with same root (e.g., addition, additional)</li> <li>• Predict the meaning of compound words by using meaning of individual parts</li> <li>• Choose to use a glossary or dictionary to determine or clarify meaning of an unknown word</li> <li>• Determine or clarify meaning of unknown or multiple-meaning words and phrases</li> <li>• Choose flexibly from an array of vocabulary strategies</li> </ul>	

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS				
LANGUAGE		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
VOCABULARY ACQUISITION & USE	<p><b>2.L5:</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• <b>2.L5a.</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>• <b>2.L5b.</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify verbs</li> <li>• Identify adjectives</li> <li>• Identify real life connections between words and their use</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish meaning between closely related verbs</li> <li>• Distinguish meaning between closely related adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of word relationships</li> <li>• Demonstrate understanding of nuances in word meanings</li> </ul>
	<p><b>2.L6:</b> 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).</p>	<ul style="list-style-type: none"> <li>• Identify and use adjectives</li> <li>• Identify and use adverbs</li> </ul>		<ul style="list-style-type: none"> <li>• 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).</li> </ul>

## GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
WRITING				
TEXT TYPES & PURPOSES	<p><b>2.W.1:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Persuasion and argument</li> <li>• Reason(s)</li> <li>• Evidence (e.g., examples, facts)</li> <li>• Difference between important and unimportant reasons/facts/support/examples</li> <li>• Opinion</li> <li>• Resources (e.g., teacher selected, UDLlib/Search)</li> <li>• Effective introduction (e.g., one that includes the writer's opinion)</li> <li>• Logical order of supporting reasons (e.g., order of importance)</li> <li>• Linking/transition words (e.g., first, next, finally) to show order</li> <li>• Awareness of audience</li> <li>• Organizational pattern (e.g., beginning, middle, end)</li> <li>• Format choices (e.g., friendly letter, advertisements)</li> <li>• Recognize effective conclusion/ concluding statement or section (e.g., one that moves beyond The End)</li> </ul>	<ul style="list-style-type: none"> <li>• Good persuasive writers address the needs of the audience and build an argument to support an opinion.</li> <li>• Good authors use model/examples texts to guide them as they compose their own persuasive pieces.</li> <li>• Formulate and articulate an opinion about a text or topic</li> <li>• Generate reasons that support stated opinions</li> <li>• Organize writing to introduce, support, and conclude</li> <li>• Link ideas with effective words in order to connect opinions and reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Form an opinion about a topic or a text</li> <li>• Use resources including teacher selected materials to locate and choose reasons based on facts, examples, and/or evidence differentiating between relevant and irrelevant reasons/evidence including an appropriate variety of reasons/evidence addressing the needs of the audience</li> <li>• Use/select an appropriate writing format</li> <li>• Organize writing with a beginning, middle and end</li> <li>• Write opinion pieces by: introducing a topic stating an opinion providing reasons that support the opinion ordering reasons by importance providing a concluding statement or section using simple transition words that show order (e.g., first, next, finally) and/or connect opinion or reasons</li> </ul>
	<p><b>2.W.2:</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• Recognize an informative text</li> <li>• Recognize explanatory text</li> <li>• Identify topic sentences</li> <li>• Identify facts</li> <li>• Identify definitions</li> <li>• Identify concluding statements</li> </ul>	<ul style="list-style-type: none"> <li>• Good informative/ explanatory authors provide information to help the reader understand a topic.</li> <li>• Good authors use informative/explanatory writing to communicate information related to real-world tasks.</li> <li>• Good authors use model/example texts to guide them as they compose informative/expository texts.</li> <li>• Good readers and writers write to make meaning of what they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Write informative/explanatory texts that focus on a specific topic</li> <li>• Write informative/explanatory texts that use facts and definitions to develop the topic</li> <li>• Write informative/explanatory texts that include a concluding statement or section</li> </ul>

# GRADE TWO

LITERACY		KNOW	UNDERSTAND	DO
COMMON CORE STANDARDS		<i>(Factual)</i>	<i>(Conceptual)</i>	<i>(Procedural, Application, Extended Thinking)</i>
WRITING				
TEXT TYPES & PURPOSES	<p><b>2.W.3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Topic</li> <li>• Event(s) (topic and situation-what happened. For example, “my dog” is a topic; “my dog ate my homework” is an event)</li> <li>• Elaboration</li> <li>• Relevant details/examples (e.g., actions, thoughts, feelings)</li> <li>• Temporal/time order words (e.g., first, next, then)</li> <li>• Reaction/response (e.g., Why was the event important? How did the event make you feel?)</li> <li>• Order of events (e.g., beginning, middle, end)</li> <li>• Closure/ending/conclusion</li> <li>• Forms (e.g., stories, journal entries, simple poems)</li> </ul>	<ul style="list-style-type: none"> <li>• Good authors use narrative elements to tell about events and reflect upon those events.</li> <li>• Good authors include details that bring events/people to life for the reader.</li> <li>• Good authors use model/example texts to guide them as they compose their own narrative pieces.</li> <li>• Choose relevant details that correspond to a chosen event</li> <li>• Reflect on identified event</li> <li>• Apply appropriate temporal words in order to signal change of events in a narrative</li> <li>• Create relevant and elaborated details to support events of a narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Select/identify an event or short sequence of events to tell about</li> <li>• Provide a sense of closure</li> <li>• Elaborate using details about the event(s)</li> <li>• Organize writing with a beginning, middle and end, appropriately sequencing events</li> <li>• Use temporal words to signal event order and transition from one event to another</li> <li>• 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.</li> </ul>
	PRODUCTION & DISTRIBUTION	<p><b>2.W.5:</b> With guidance and support from adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing when needed.</p>	<ul style="list-style-type: none"> <li>• Recognize how to focus on a topic</li> <li>• Recognize how to revise and edit</li> </ul>	
<p><b>2.W.6:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>		<ul style="list-style-type: none"> <li>• Use basic computer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Choose digital tools for producing and publishing writing</li> </ul>	<ul style="list-style-type: none"> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>• Use technology to produce and publish writing individually and with peers</li> </ul>
RESEARCH TO BUILD AND PRESERVE KNOWLEDGE	<p><b>2.W.7:</b> 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).</p>	<ul style="list-style-type: none"> <li>• Apply sources and tools to conduct shared research on a single topic</li> </ul>	<ul style="list-style-type: none"> <li>• Organize relevant information on a topic</li> <li>• Participate in shared research and writing projects</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> </ul>
	<p><b>2.W.8:</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• Recall information</li> <li>• Gather information from sources</li> </ul>	<ul style="list-style-type: none"> <li>• Answer a question by recalling information from experiences</li> <li>• Answer a question using information from a provided source or multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>• Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>