Second Grade – English/Language Arts
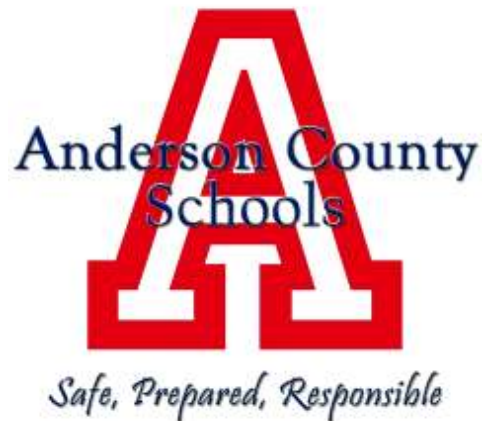
Kentucky Core Academic Standards with Targets

Student Friendly Targets

Pacing Guide

Anderson County Schools

Safe, Prepared, Responsible

College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to ten broad College and Career Readiness (CCR) anchor standards. The CCR and grade specific standards are necessary complements, that together define the skills and understandings that all students must demonstrate.

English Language Arts (ELA) is divided into four strands: 1) Reading, 2) Writing (W), 3) Speaking and Listening (SL), and 4) Language (L). Within the reading strand, there are three sections: Reading Literature (RL), Reading Informational (RI), Reading Foundational Skills (FS).

In Reading, the ten standards are divided into four sections.
Standards 1-3   Key Ideas and Details
Standards 4-6   Craft and Structure
Standards 7-9   Integration of Knowledge and Ideas
Standard 10   Range of Reading and Level of Text Complexity

In Writing, the ten standards are divided into four sections.
Standards 1-3   Text Types and Purposes
Standards 4-6   Production and Distribution of Writing
Standards 7-9   Research to Build and Present Knowledge
Standard 10   Range of Writing

In Speaking and Listening, the ten standards are divided into two sections.
Standards 1-3   Comprehension and Collaboration
Standards 4-6   Presentation of Knowledge and Ideas

In Language, the standards are divided into three sections.
Standards 1-2   Conventions of Standard English
Standard 3   Knowledge of Language
Standards 4-6   Vocabulary Acquisition and Use
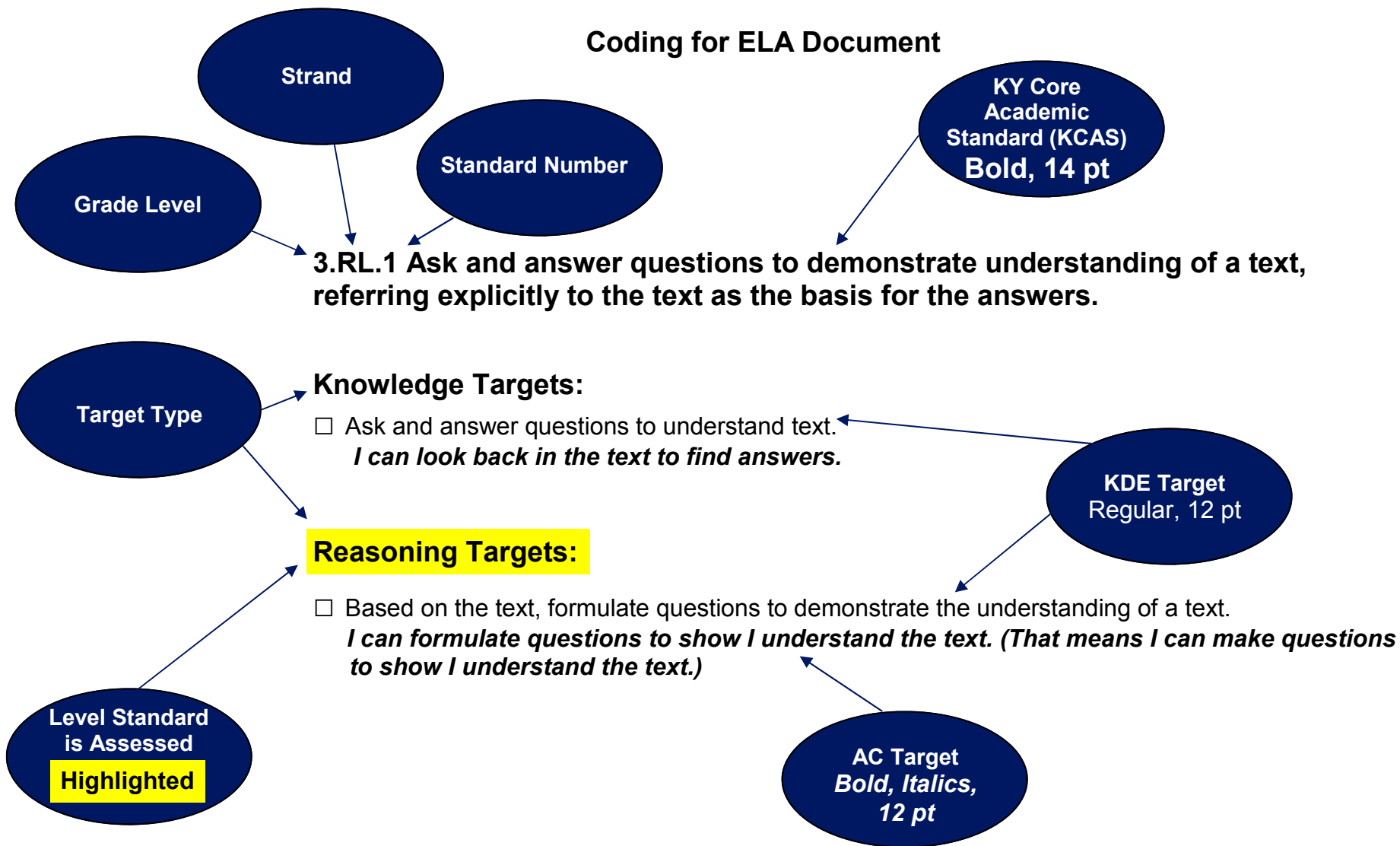
Development of Pacing Document

During the summer 2011, Anderson County teachers and administrators developed learning targets for each of the Kentucky Core Academic Standards in English Language Arts. In winter 2012, curriculum resource teachers verified the congruency of the standards and targets and recommended revisions. Teachers refined the work and began planning the development of common assessments to ensure students learn the intended curriculum.

 Anderson County Schools would like to thank each of our outstanding teachers and administrators who contributed to this important English Language Arts curriculum project. Special thanks to Robin Arnzen Brandy Beasley, Sam Blackburn, Stacey Blakeman,, Julie Bowen, Carol Carter, Heather Chilton, Julie Conley, Tanya Cook, Alicia Copenhaver, LauraLee Currens, Becky Drury, Amanda Ellis, Connie Gott, Beth Harley, Carolyn Hatchett, Nicole Hicks, Linda Hill, Ashley Holloman, Lisa Hudson, Katie Hutton, Sharon Jackman, Penny Johnson, Steve Karsner, Nicole Kidwell, Teresa Miller, Kim Penn, Wayne Reese, Krista Sawyer, Jennifer Sea, Annette Shields, Holly Sills, Ashley Sims, Jeanna Slusher, Sue Welsh, Amy Wilder, Julie Wise, and Lissa Woodyard. Thanks also to Leslie Mitchell (ACMS), Mickey Ray (ACHS), and Bridget Wells (ACHS) for providing comments to the work.

North Carolina State Board of Education created a most helpful document entitled "Common Core Instructional Support Tools - Unpacking Standards". The document answers the question "What do the standards mean that a student must know and be able to do?" The "unpacking" is included in our "What Does This Standard Mean?" section. The complete North Carolina document can be found at
http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/unpacking/ela/kindergarten.pdf

Coding for ELA Document

Strand

Grade Level

Standard Number

KY Core Academic Standard (KCAS) Bold, 14 pt

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Target Type

Knowledge Targets:

☐ Ask and answer questions to understand text.
I can look back in the text to find answers.

KDE Target Regular, 12 pt

Reasoning Targets:

☐ Based on the text, formulate questions to demonstrate the understanding of a text.
I can formulate questions to show I understand the text. (That means I can make questions to show I understand the text.)

Level Standard is Assessed **Highlighted**

AC Target *Bold, Italics, 12 pt*

Anderson County Elementary
Pacing Guide

English/Language Arts
Grade 2

Reading Literature

Standard	What Does This Standard Mean?	Dates Taught
2.RL.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in a text. **Knowledge Targets:** ☐ Identify key details in a text. (Underpinning) *I can* identify key details in a text . ☐ Describe key details of the text using who, what, where, when, why and how. *I can* describe key details of a story using who, what, where, when, why and how *I can ask* questions to show understanding of a text (such as who, what where, when, why and how). <mark>**Reasoning Targets:**</mark> ☐ Determine the answers of literary text using who, what, where, when, why and how. *I can* answer who, what, where, when, why and how questions about a text.	Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details. Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters" reaction to what is taking place in the story. Use questions and prompts such as: • Who are the characters in the story? What are the most important events that happened in the story? How do you know? • What lesson is this story teaching you? • How did the characters solve the problem in this story?	First Nine Weeks

2.RL.2 Recount stories, including fables and folktales from diverse cultures and determine the central message, lesson or moral. **Knowledge Targets:** ☐ Identify fables and folktales from diverse cultures. *I can* **identify fables and folktales from other cultures***.* ☐ Define diverse cultures. *I can* **define diverse cultures***.* ☐ Recall details from stories (e.g., fables and folktales.) (Underpinning) *I can* **recall details from a story.** <mark>**Reasoning Targets:**</mark> ☐ Recount details of a story (e.g., fables and folktales). *I can* **recount details of a story.** ☐ Determine the message, lesson or moral of a story (e.g., fables and folktales). *I can* **explain the message, lesson or moral of a story.**		
2.RL.3 Describe how characters in a story respond to major events and challenges. **Knowledge Targets:** ☐ Define character. (Underpinning) **I can define character.** ☐ Define major events. (Underpinning) **I can define the major events in a story.** ☐ Identify major events or challenges of story. (Underpinning) **I can identify the major events in a story.** <mark>**Reasoning Targets:**</mark> ☐ Describe how characters respond to major events and challenges.		

I can describe how characters respond to major events in a story.		
2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **Knowledge Targets:** ☐ Identify rhyming words. (Underpinning) ***I can** identify rhyming words.* ☐ Identify alliteration and other types of figurative language. ***I can** identify alliteration.* ☐ Recognize regular beats and repeated lines in a story. ***I can identify regular beats in a story.*** ***I can identify repeated lines in a story.*** ☐ Recognize regular beats and repeated lines in a poem. (Underpinning) ***I can identify regular beats in a poem.*** ***I can identify repeated lines in a poem..*** ☐ Recognize regular beats and repeated lines in a song. (Underpinning) ***I can identify regular beats in a song.*** ***I can identify repeated lines in a song.*** ☐ Recognize rhythm within a story. ***I can identify rhythm in a story.*** ☐ Recognize rhythm within a poem. ***I can identify rhythm in a poem.*** ☐ Recognize rhythm within a song. ***I can identify rhythm in a song.*** ==**Reasoning Targets:**== ☐ Describe how words and phrases supply rhythm or impact meaning, in a story. ***I can describe how words and phrases supply rhythm in a story and can impact the meaning.***	Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters" points of view differ. As students read orally, they should read using different voices for different characters. Use questions and prompts such as: • Describe the parts of a story (beginning and end). • Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? • How are the characters thinking/feeling about this event? Are the characters thinking the same way about…? • Think about this character. How would this character say this part?	

☐ Describe how words and phrases supply rhythm or impact meaning in a poem. ***I can describe how words and phrases supply rhythm in a poem and can impact meaning.*** ☐ Describe how words and phrases supply rhythm or impact meaning in a song. ***I can describe how words and phrases can supply rhythm and can impact meaning in a song.***		
2.RL.5 Describe the overall structure of a story, including, describing how the beginning introduces the story and the ending concludes the action. <mark>**Knowledge Targets:**</mark> ☐ Identify the structure of the story. ***I can identify the structure of a story. .*** ☐ Describe how the beginning introduces the story. ***I can describe how the beginning introduces the story.*** ☐ Describe the action that takes place in the middle of the story. ***I can describe the action that takes place in the middle of a story.*** ☐ Describe how the ending concludes the action. ***I can describe how the ending concludes the action in a story .***		
2.RL.6 Acknowledge differences in the points of view of characters including by speaking in a different voice for each character when reading dialogue aloud. **Knowledge Targets:** ☐ Identify characters. (Underpinning) ***I can* identify character.**		

☐ Identify traits of each character.
I can identify traits of a character.
☐ Define point of view.
I can define characters point of view.
☐ Recognize dialogue to determine who is speaking
I can identify who is speaking by reading dialogue.

Reasoning Targets:
☐ Determine differences in each character's point of view.
I can identify differences in each character's point of view.

<mark>Performance Skill Targets:</mark>
☐ Read the dialogue in text using appropriate voices for different characters.
I can read dialogue using appropriate voices for each character.

2.RL.7 Use information gained from the illustrations and words used in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Knowledge Targets:
☐ Identify plot.
I can identify plot.
☐ Recognize digital text. (Underpinning)
I can identify digital text.
☐ Obtain information from illustrations and words in various types of text. (Underpinning)
I can tell about information I learn from illustrations and words in various texts.

<mark>Reasoning Targets:</mark>
☐ Explain characters obtained from illustrations and words in print.

Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences.

Use questions and prompts such as:
- What do the illustrations tell you about the setting?
- Can you find an illustration that tells you how a character is feeling?
- What is the same about the characters in the two stories? What is different?
- What happened to the characters that is the same? What happened that is different?
- Look at these two stories. How did the authors solve the same problem in different ways?

I can **explain about characters by using the pictures and words in a text.** ☐ Explain setting obtained from illustrations and words in print. *I can* **explain about the setting of a text by using the words and illustrations.** ☐ Explain plot obtained from illustrations and words in print. *I can* **explain about the plot by using the words and illustrations in a text.**		
2.RL.9 Compare and contrast two or more versions (e.g., Cinderella stories) of the same story by different authors from different cultures. **Knowledge Targets:** ☐ Recall details and events from two or more versions of a story by different authors. *I can* **retell details and events from two or more versions of a story.** ☐ Identify characters of two or more versions of a story by different authors. (Underpinning) *I can identify characters of two or more versions of a story.* <mark>**Reasoning Targets:**</mark> ☐ Compare and contrast two or more versions of the same story by different authors representing different cultures. *I can compare and contrast two or more versions of the same story by different authors of different cultures.*		
2.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 2-3 text complexity band with scaffolding as needed at the high end of the range. **Knowledge Targets:**	With assistance as needed, students are required to read proficiently and understand various types of literature for the 2-3 text complexity band. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase" of increasing text complexity that rises from beginning	

☐ Identify key ideas and details in literary texts at appropriate complexity. ***I can identify key ideas and details in literary text.*** ☐ Identify craft and structure in literary texts at appropriate complexity. ***I can identify different forms of writing based on structure.*** ☐ Identify integration of knowledge and ideas in literary text at appropriate complexity. ***I can identify how the author includes knowledge and ideas in their writing.*** ## <mark>Reasoning Targets:</mark> ☐ Comprehend key ideas and details in literary text at appropriate complexity. ***I can understand in literary text key ideas and details.*** ☐ Comprehend craft and structure in literary text at appropriate complexity. ***I can understand different forms of writing based on structure.*** ☐ Comprehend integration of knowledge and ideas at appropriate complexity. ***I can understand how the author includes knowledge and ideas in their writing.***	reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habits of reading independently and closely, which are essential to their future success." Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.
2.RI.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ## Knowledge Targets: ☐ Identify key details in an informational text. ***I can identify key details in an informational text.*** ☐ Describe key details in an informational text using the questions who, what, when, where, why and how. ***I can describe key details in an informational text using who, what, when, where, why and how questions .***	Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. Students at this level are required to describe how historical events, scientific ideas or "how to" procedures are linked together in a text. Use questions and prompts such as: • Think about what you read and create your own

	questions (using who, what, when, where, why, and/or how) about an important idea in this text.

Reasoning Targets:

☐ Determine the answers to questions about informational text using the questions who, what, when, where, why and how.
I can answer questions about informational text using who, what, when, where, why and how.

| | questions (using who, what, when, where, why, and/or how) about an important idea in this text.
 • What is the main idea of this text?
 • What are the important ideas in this text? How do you know?
 • Which step comes first? After that?
 • What happened first? After that?
 • Can you tell me how these ideas are the same? Can you tell me how they are different? | |

2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Knowledge Targets:

☐ Recognize the main topic of multi-paragraph informational text.
I can identify the main idea.
☐ Identify the focus of specific paragraphs that support the main topic of a text.
I can identify the main idea in specific paragraphs..

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Knowledge Targets:

☐ Identify the historical events that occurred in a text.
I can identify the historical events that happened in a text.
☐ Identify scientific ideas or concepts that occur in a text.
I can identify scientific ideas or concepts that occur in a text.
☐ Identify the steps in a procedure.
I can identify the steps in a procedure.

☐ Describe the connection that occurs in a text between a series of historical events.
*I can **describe the connection between a text and series of historical events.***
☐ Describe the relationship that occurs in a text between a series of scientific ideas or concepts.
*I can **describe how a series of scientific ideas are related in a text.***
☐ Describe the relationship that occurs in a text between a series of steps from a procedure.
*I can **describe how a series of steps in a procedure are related.***

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Knowledge Targets:
☐ Identify words and phrases in a text relevant to a grade 2 topic or subject area.
I can identify words and phrases in a text relevant to a grade 2 topic or subject area.

Reasoning Targets:
☐ Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area.
I can determine the meaning of words and phrases in a text.

| |
Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information.

Students are required to tell the main purpose of a text according to what the author wants the reader to know.
Use questions and prompts such as:

- What features in the text help you find important information about what you are reading?
- How do the subheadings help you understand what you are reading?
- How does the glossary help you?
- How does bold print help you?
- Why do you think the author wrote this text?
- What does the author want you to learn from this text?

2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts

and information in a text efficiently.

☐ Determine how readers use different text features.
I can tell why readers use text features.
☐ Identify various text features.
I can identify various text features.
☐ Use various text features to locate key facts or information.
I can use various text features to locate key facts or information.

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Knowledge Targets:
☐ Identify the author's purpose
I can identify author's purpose.
☐ Identify the main idea
I can identify main idea.
☐ Identify what the author wants to answer, explain or describe.
I can identify what the author wants to answer, explain or describe.

2.RI.7 Explain how specific images (e.g., a diagram sowing how a machine works) contribute to and clarify text.

Knowledge Targets:
☐ Identify images in an informational text. (Underpinning)
I can identify images in an informational text.
☐ Understand the term: explain. (Underpinning)
I can define the word "explain."
☐ Understand the term: contribute.

Students are required to integrate visual and print information to clarify understanding.

At this level, students should also be able describe the author's reasoning by finding support within the text. Second grade students are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have indentified when reading about two texts that share the same topic.

Use questions and prompts such as:
• How does the diagram/image help you understand what you are reading?

I can define the word "contribute." ☐ Understand the term: clarify. *I can define the word "clarify"* ☐ Identify structure(s) of paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence.) **I can identify the structure of a paragraph.** <mark>**Reasoning Targets:**</mark> ☐ Discuss how specific images add to and clarify informational text. *I can explain how images clarify informational text.*	• Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that…? Can you find the reason why the author believes…? • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different?	
2.RI.8 Describe how reasons support specific points the author makes in a text. **Knowledge Targets:** ☐ Identify the key points in a text. *I can identify the key points in a text.* ☐ Identify details that support key points. *I can identify details that support key ideas.* <mark>**Reasoning Targets:**</mark> ☐ Describe how reasons support the author's specific points. *I can explain how reasons support the author's point.*		
2.RI.9 Compare and contrast the most important points presented by two texts on the same topic. **Knowledge Targets:** ☐ Identify the important points presented in two informational texts on the same topic. *I can identify the important points in two informational texts about the same topic.*		

- ☐ Compare the important points in two informational texts on the same topic.

   I can compare the important points of two texts on the same topic.
- ☐ Contrast the important points in two informational texts on the same topic.

   I can contrast the important points of two texts on the same topic.

2.RI.10 By the end of the 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.

Knowledge Targets:
- ☐ Identify key ideas and details in an informational text.

   I can identify key ideas and details in an informational text.
- ☐ Identify craft and structure in an informational text.

   I can identify craft and structure in an informational text.
- ☐ Identify integration of knowledge and ideas in an informational text.

   I can identify integration of knowledge and ideas in an informational text.

Reasoning Targets:
- ☐ Comprehend independently key ideas and details in an informational text.

   I can comprehend independently key ideas and details in an informational text.
- ☐ Comprehend independently craft and structure in an informational text.

   I can comprehend independently craft and structure in an informational text.

Students are required to read informational text in the grade 2-3 text complexity band proficiently with scaffolding as needed.

"The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade „staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

"Students also acquire the habits of reading independently and closely, which are essential to their future success."

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

☐ Comprehend independently integration of knowledge and ideas in an informational text. **I can comprehend independently integration of knowledge and ideas in an informational text.**		

2.FS.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.
    b. Know spelling-sound correspondences for additional common vowel teams.
    c. Decode regularly spelled two-syllable words with long vowels.
    d. Decode words with common prefixes and suffixes.
    e. Identify words with inconsistent but common spelling-sound correspondences.
    f. Recognize and read grade-appropriate irregularly spelled words.
Knowledge Targets:
☐ Know grade-level phonics and word analysis skills in decoding words. (Underpinning)
I can identify phonics and word analysis skills to decode words.
☐ Recognize the rules for short and long vowel sounds. (Underpinning)
I can tell about the rules for short vowels.
I can tell about the rules for long vowels.
☐ Identify long vowel and short sounds in one-syllable words. (Underpinning)
I can identify long vowels in one-syllable words.
I can identify short vowels in a one-syllable words.
☐ Identify long vowel and short sounds made by vowel teams.
	Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.
	
	Use questions and prompts such as:
	  • Does that sound right?
	  • Does that look right?
	  • Does that make sense?
	  • Look for chunks you know and say them.
	  • Look at the beginning of the word and try it again.
	  • Look at the end of the word and try it again.	

(Underpinning)

I can identify long and short vowels in vowel teams.

☐ Know the rules for long vowels in two-syllable words.

I can tell about the rules for long vowels in two-syllable words.

☐ Recognize a prefix and a suffix in words.

I can identify prefixes.

I can identify suffixes.

☐ Recognize that some words have inconsistent spelling-sound correspondence (e.g., cow, row, bow, or pint, mint)

I can tell that some words have inconsistent spelling-sounds.

Reasoning Targets:

☐ Apply grade-level phonics and word analysis skills in decoding words.

I can decode words using phonics and word analysis.

<mark>Performance Skills Targets:</mark>

☐ Read two-syllable words with long vowel sounds. (Underpinning)

I can read two-syllable words with long vowels.

☐ Read common prefixes and suffixes. (Underpinning)

I can read prefixes.

I can read suffixes.

☐ Read grade-appropriate irregularly spelled words.

I can **read irregularly spelled words.**

2. FS.4 Read with sufficient accuracy and fluency to support comprehension.
 	
   a. Read on-level text with purpose and understanding.
 	
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive
	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.
	
	Use questions and prompts such as:
	   • Make your reading sound like the characters are talking.

readings.

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

- Make your voice go up when you see the question mark at the end.
- Make you voice go down when you see the period at the end.
- Go back and reread when it doesn't sound or look like you think it should.

Knowledge Targets:
☐ To support comprehension, identify the purpose and understanding of text.

I can identify the purpose and understanding of text.

☐ To support comprehension, identify oral reading with accuracy, appropriate rate, and expression on successive readings.

I can identify accurate, appropriate rate and expression in an oral reading.

☐ Understand how context can help to confirm or self correct word recognition.

I can identify that context can help me self correct my reading.

Reasoning Targets:
☐ To support comprehension, determine the purpose for reading on-level text.

I can tell why I need to read on my level.

☐ To support comprehension, apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings. (Underpinning)

I can apply reading strategies to read with accuracy.

☐ To support comprehension, confirm or self-correct word recognition and understanding by using context.

I can use context clues to support my understanding of a text.

<mark>Performance Skills Targets:</mark>
☐ To support comprehension, read on-level text fluently and accurately.

I can read text on my level fluently and accurately.

☐ To support comprehension, reread with fluency as necessary. ***I can reread fluently to support my understanding of a text .*** ☐ Read with accuracy. ***I can read accurately.*** ☐ Read appropriate rate. ***I can read fluently.*** ☐ Read expression on successive readings. ***I can read with expression.***	

Writing

2. W.1 Write opinion pieces in which the 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. **Knowledge Targets:** ☐ Identify a topic or title of a book to write about. (Underpinning) **I can identify a topic or title of book to write about.** ☐ Recognize what an opinion is. **I can tell what an opinion is.** ☐ Recognize and define opinions. **I can recognize an opinion and know what it means.** ☐ Recognize and define concluding sections or statements. **I can find and concluding sections or statements and tell what they are for.** Recognize and define linking words (e.g., because, and, also). **I can find linking words(because, and, also), and tell what they are for.**	Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking. Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions. At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together. Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of

Reasoning Targets: ☐ Formulate and articulate an opinion about a text or topic *I can write and state an opinion about a text or topic.* ☐ Generate supporting reasons for stated opinions. *I can write supporting details for stated opinions.* ☐ Organize writing to introduce, support, conclude. *I can organize my writing to introduce, support, and conclude.* ☐ Link ideas with effective words in order to connect opinions and reasons. *I can use effective words to connect opinions and reasons.*	informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc).	
Product Targets: ☐ Write an opinion piece which introduces the topic or book, states an opinion, supplies at least 2 supporting reasons for the opinion, uses effective words to link opinions and reasons, and provides a concluding statement or section. ☐ **I can write an opinion piece which introduces the topic or book, states an opinion, supplies at least 2 supporting reasons for the opinion, uses effective words to link opinions and reasons, and provides a concluding statement or section.**		
2. W.2 Write an informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Knowledge Targets:** ☐ Recognize an informative text. **I can identify an informative text.** ☐ Recognize an explanatory text. **I can identify an explanatory text.**		

☐ Identify topic sentences.

I can identify topic sentences.

☐ Identify facts.

I can identify facts

☐ Identify definitions.

I can identify definitions.

☐ Identify concluding statement

I can identify a concluding statement.

Reasoning Targets:

☐ Use facts and definitions appropriately to develop points.

☐ ***I can* use facts and definitions appropriately to develop points.**

☐ Determine an appropriate concluding statement or section.

I can write or decide on an appropriate concluding statement or section

<mark>Product Targets:</mark>

☐ Write an informative/explanatory text that focuses on a specific topic, uses facts and definitions to develop the topic, includes a concluding statement or section.

I can write an informative/explanatory text that focuses on a specific topic, uses facts and develop the topic, and includes a concluding statement or paragraph.

2. W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as need by revising and editing. **Knowledge Targets:** ☐ With guidance and support from adults and peers, students recognize how to focus on a topic. **I can focus on a topic, with guidance and support from adults and peers.** ☐ With guidance and support from adults and peers, students recognize how to revise and edit. (Underpinning)	With assistance from adults and peers, students should focus their writing on a topic and develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing). With assistance, students continue to use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to "log on" to programs, computer stations, and hand-held devises to engage with

I can revise and edit my work, with guidance and support. **<mark>Reasoning Targets:</mark>** ☐ With guidance and support from peers and adults, students strengthen writing as needed by: revising. **I can make my writing better by using revision skills.** ☐ With guidance and support from peers and adults, students strength writing as needed by editing. **I can make my writing stronger by editing.**	digital media.
2. W.6 With guidance and support from adults and peers, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **Knowledge Targets:** ☐ With guidance and support from adults and peers, use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools.) **I can use basic computer skills (turn on computer, log on, use common software, basic word processing tools, etc.)** **Reasoning Targets:** ☐ With guidance and support from peers and adults, choose digital tools for producing and publishing writing. **I can choose digital tools for producing and publishing writing.** **<mark>Performance Skill Targets:</mark>** ☐ With guidance and support from peers and adults, use technology to produce and publish writing individually and with peers **I can use technology to produce and publish writing individually.** **I can use technology to produce and publish writing with peers.**	

2. W.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). **Knowledge Targets:** ☐ Apply sources and tools to conduct shared research on a single topic. **I can use various materials and tools to research a topic.** <mark>**Reasoning Targets:**</mark> ☐ Organize relevant information on a topic (e.g., share information, produce a report). **I can organize relevant information on a topic.** ☐ Participate in shared research and writing projects. **I can work with my peers to conduct research and complete writing projects.**	Second grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together. At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes.	
2. W.8 Recall information from experiences or gather information from provided sources to answer a question. **Knowledge Targets:** ☐ Recall information. (Underpinning) **I can recall information.** ☐ Gather information from sources. **I can gather information from sources.** <mark>**Reasoning Targets:**</mark> ☐ Answer a question recalling information from experiences. **I can answer a question by remembering information from experiences.** ☐ Answer a question using information from a provided source or multiple sources. **I can answer a question using information from various**		

sources.		

2. SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    a. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.)**
    b. **Build on others' talk in conversations by linking their comments to the remarks of others.**
    c. **Ask for clarification and further explanation as needed about the topics and texts under discussion.**
 	
Knowledge Targets:
 	
☐ Follow agreed-upon rules for discussion.
I can identify/follow agreed upon rules for discussion
☐ Recognize how others listen. (Underpinning)
I can recognize how others listen
☐ Recognize how others ask questions on topics.
I can identify how others ask questions on topics.
☐ Recognize how others move conversations along.
I can identify how others move conversations along.
☐ Gather information from sources.
I can gather information from sources.
 	
Reasoning Targets:
☐ Formulate comments and questions appropriate to the topic of discussion.
I can write comments and questions that go along with the topic of discussion.
	Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers" idea, sharing the floor, etc).
	
	Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.	

□ Determine if agreed-upon discussion rules are being followed. (Underpinning) **I can tell if rules of discussion are being followed.** <mark>**Performance Skill Targets:**</mark> □ Participate in conversations about grade 2 topics and texts. **I can participate in conversations about topics and texts.** □ Follow agreed-upon rules for discussion. **I can follow rules for discussion.** □ Connect comments to the comments of others. **I can connect comments to the comments of others.** □ Ask questions to better understand topics and text. **I can ask questions to help me understand topics and text better.** **2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.** <mark>**Knowledge Targets**</mark>**:** □ Recount or describe key details and/or details from a text read aloud. (Underpinning) **I can retell key ideas and details from a text that is read aloud.** □ Recount or describe key ideas and/or details from information presented orally. (Underpinning) **I can retell or describe key ideas or details from oral presentations.** □ Recount or describe key ideas and/or details through other media. (Underpinning) **I can retell or describe key ideas and/or details presented through other media.**		
2.SL.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.

Knowledge Targets:
- ☐ Identify a speaker's topic or issue. (Underpinning)

I can identify a speaker's topic or issue.
- ☐ Identify situations where information is needed about what a speaker says.

I can identify when information is needed about what a speaker says.
- ☐ Identify situations where understanding could be deepened about what a speaker says.

I can identify situations where understanding could be deepened about what a speaker says.
- ☐ Identify situations where comprehension needs to be clarified about what a speaker says.

I can tell when comprehension needs to be clarified about what a speaker says.

Reasoning Targets:
- ☐ Formulate appropriate questions about what a speaker says in order to clarify comprehension.

I can formulate questions about what a speaker says to help me understand better.
- ☐ Formulate appropriate questions about what a speaker says in order to gather additional information.

I can formulate questions about what a speaker says to help me get more information.
- ☐ Formulate appropriate questions about what a speaker says in order to deepen understanding of a topic or issue.

I can formulate questions about what a speaker says to help me understand the topic or issue better.
- ☐ Formulate appropriate answers to questions about what a speaker says in order to clarify comprehension.

I can formulate answers to questions about what a speaker says in order to make sure I understand.

☐ Formulate appropriate answers to questions about what a speaker says in order to provide additional information.

I can formulate answers to questions about what a speaker says in order to give more information.

☐ Formulate appropriate answers to questions about what a speaker says in order to deepen understanding of a topic or issue.

I can form appropriate answers to questions about what a speaker says in order to help me better understand the topic or issue.

<mark>Performance Skill Targets:</mark>

☐ Ask and answer questions about what a speaker says in order to clarify comprehension.

I can ask and answer questions about what a speaker says to make sure I understand.

☐ Ask and answer questions about what a speaker says in order to gather additional information.

I can ask and answer questions about what a speaker says in order to get more information about the topic.

☐ Ask and answer questions about what a speaker says in order to deepen understanding of a topic or issue.

I can ask and answer questions about what a speaker says in order to deepen my understanding.

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences. **Knowledge Targets:** ☐ Identify appropriate facts. (Underpinning) **I can verbally identify appropriate facts to recount an experience or tell a story.**	Second grade students should be able to engage in storytelling and report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to utilize digital media to make audio recordings of stories or poems and add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate digital media and visual displays.	

☐ Identify relevant descriptive details. (Underpinning) **I can verbally identify important descriptive details to recount an experience or tell a story.** ☐ Identify and recall an experience. (Underpinning) **I can verbally Identify and recall an experience.** ☐ Determine relevant descriptive details. (Underpinning) **I can verbally identify and recall descriptive details.** ☐ Formulate coherent sentences. (Underpinning) **I can verbally formulate complete sentences.** <mark>**Performance Skill Targets:**</mark> ☐ Tell a story or recount an experience aloud, with appropriate facts speaking audibly in coherent sentences. **I can tell a story or retell an experience aloud, using appropriate facts and speaking in coherent sentences.** ☐ Tell a story or recount an experience aloud with relevant, descriptive details speaking audibly in coherent sentences. **I can tell a story or retell an experience aloud using relevant, descriptive details, speaking clearly in complete sentences.**	Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Students will also need a purposeful focus on choice-making throughout ELA. For example, second grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences.	
2.SL.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. **Knowledge Targets:** ☐ Recognize an audio recording. (Underpinning) **I can recognize an audio recording.** ☐ Recount an experience. **I can retell an experience.** ☐ Create an audio recording. **I can create an audio recording.** **Reasoning Targets:**		

☐ Determine when it's appropriate to clarify ideas with drawings or other visual displays. **I can determine when to make my ideas clearer with drawings or other visual displays.** ☐ Determine when it's appropriate to clarify thoughts with drawings or other visual displays. **I can determine when to make my thoughts clearer with drawings or other visual displays.** ☐ Determine when its' appropriate to clarify feelings with drawings or other visual displays. **I can determine when to make my feelings clearer with drawings or other visual displays.** ☐ Clarify ideas, thoughts, feelings by adding drawings/visual displays. **I can make my ideas, thoughts, and feelings clearer by adding drawings/visual displays.** ==Performance Skill Targets:== ☐ Create audio recordings of stories or poems. **I can create audio recordings of stories or poems.** ☐ Add drawings/visual displays to stories. **I can add drawings/visual displays to stories** ☐ Add drawings/visual displays to experiences. **I can add drawings/visual displays to experiences.**		
2.SL.6 Produce complete sentences when appropriate to task situation in order to provide requested detail or clarification. **Knowledge Targets:** ☐ Recognize complete sentences in writing. **I can identify complete sentences in writing.** ☐ Recognize complete sentences when spoken. **I can identify complete sentences when spoken.** ☐ Identify audience.		

I can identify the audience.
☐ Recognize task.
I can identify a task.
☐ Recognize situation.
I can identify a situation.

Reasoning Targets:
☐ Differentiate when situation calls for speaking in complete sentences.
I can tell when to speak in complete sentences.
☐ Interpret requested detail for clarification.
I can explain details to help make things clearer.
☐ Formulate a response.
I can form a response.

<mark>Performance Skill Targets:</mark>
☐ Speak in complete sentences when appropriate to task and situation.
I can speak in complete sentences when it is needed for the task or situation.
☐ Respond to answer questions or to clarify.
I can respond to answer questions or to make things clearer.

2.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequently occurring irregular plural nouns (e.g., fee, children, teeth, mice, fish).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told.)
	An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as in indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."
	
	Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex	

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

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)

Knowledge Targets:
- ☐ Identify collective nouns.
- I can identify collective nouns(this means a group of objects
- ☐ Recognize irregular plural nouns.
- **I can identify irregular plural nouns(for example, knife knives life lives)**
- ☐ Recognize reflexive pronouns.
- **I can identify reflexive pronouns.**
- ☐ Know past tense forms of irregular verbs.
- **I can identify past tense forms of irregular verbs.**
- ☐ Identify adjectives and adverbs.
- **I can identify adjectives and adverbs.**

Reasoning Targets:
- ☐ Demonstrate command of the conventions of standard English grammar and usage when writing use collective nouns.
- **I can use collective nouns in my writing.**
- ☐ Demonstrate command of the conventions of standard English grammar and usage when writing form irregular plural nouns.
- **I can use irregular plural nouns in my writing.**
- ☐ Demonstrate command of the conventions of standard English grammar and usage when writing using reflexive pronouns.

sentences.

With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.

I can write using reflexive pronouns.
- ☐ Demonstrate command of the conventions of standard English grammar and usage when writing using past tense of irregular verbs.

I can write using past tense of irregular verbs.
- ☐ Demonstrate command of the conventions of standard English grammar and usage when writing choose between adjectives and adverbs.

I can choose appropriate adjectives and adverbs when writing.
- ☐ Demonstrate command of the conventions of standard English grammar and usage when writing rearrange complete simple and compound sentences.

I can rearrange complete simple and compound sentences in my writing.

<mark>Performance Skills Targets:</mark>
- ☐ Demonstrate command of the conventions grammar and usage when speaking use collective nouns.

I can speak using collective nouns appropriately.
- ☐ Demonstrate command of the conventions of grammar and usage when speaking form and use irregular plural nouns.

I can form and use irregular plural nouns.
- ☐ Demonstrate command of the conventions of grammar and usage when speaking use reflexive pronouns.

I can speak using reflexive pronouns.
- ☐ Demonstrate command of the conventions of grammar and usage when speaking use past tense of frequently occurring irregular verbs.

I can speak using the past tense irregular verbs
- ☐ Demonstrate command of the conventions of grammar and usage when speaking use adjectives and adverbs, and choose between them depending on what is to be modified.

I can choose appropriate adjectives and adverbs when speaking.
- ☐ Demonstrate command of the conventions of grammar and

usage when speaking produce, expand, and rearrange complete simple and compound sentences. **I can produce, expand, and rearrange complete simple and compound sentences when speaking.**		

2.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greetings and closing of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g. cage to badge, boy to boil).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
 	
==**Knowledge Targets:**==
  ☐ Apply correct capitalization when writing.
I can write using correct capitalization.
  ☐ Apply correct punctuation when writing.
I can write using correct punctuation.
Apply correct spelling when writing.
I can spell correctly when writing.
  ☐ Capitalize holidays.
I can capitalize holidays.
  ☐ Capitalize product names.
I can capitalize product names.
  ☐ Capitalize geographic names.
I can capitalize geographic names.
  ☐ Use an apostrophe to form contractions.		

I can form a contraction using an apostrophe. ☐ Use an apostrophe to form frequently occurring possessives. **I can form frequently occurring possessives.** ☐ Use spelling rules and patterns. **I can apply spelling rules and patterns.** Use reference materials, including begining dictionaries, as need to check and correct spelling **I can correct spelling using various reference materials.**		
2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. **a. Compare formal and informal uses of English.** **Knowledge Targets:** ☐ Recognize and identify conventions of language for writing. **I can recognize and identify conventions of language for writing.** ☐ Recognize and identify conventions of language for speaking. **I can recognize and identify conventions of language for speaking.** ☐ Recognize conventions of language for reading. **I can recognize and identify conventions of language for reading.** ☐ Identify conventions of language for listening. **I can recognize and identify conventions of language for listening.** ☐ Identify conventions of language for formal use of English. **I can identify conventions of language for formal use of English.** ☐ Identify conventions of language for informal use of English. **I can identify conventions of language for informal use of English.** **Reasoning Targets:**	Students in grade 2 will use what they know about HOW language works when they write, speak, read, and listen. Students at this level will compare writing and speaking that is formal and informal. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.	

☐ Use knowledge of language when writing.

I can use my knowledge of language when writing.

☐ Use knowledge of language when speaking. (Underpinning)

I can use my knowledge of language when speaking.

☐ Use knowledge of language when reading.

I can use my knowledge of language when reading.

☐ Use knowledge of language conventions when writing.

I can use my knowledge of language conventions when writing.

☐ Use knowledge of language conventions when reading.

I can use my knowledge of language conventions when reading.

☐ Use knowledge of language conventions when listening.

I can use my knowledge of language conventions when listening.

☐ Compare formal use of English.

I can compare formal use of English.

☐ Compare informal use of English.

I can compare informal use of English.

<mark>**Performance Skill Targets:**</mark>

☐ Use knowledge of language when speaking.

I can demonstrate knowledge of language when speaking.

☐ Use knowledge of language conventions when speaking.

I can demonstrate knowledge of language conventions when speaking.

2.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed
	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.
	
	The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice	

when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

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

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

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

Knowledge Targets:

☐ Identify context clues within sentences and know how to use these to construct meaning of unknown or multiple meaning words.

I can identify and use context clues to find the meaning of unknown or multiple meaning words.

☐ Identify meaning of common grade appropriate prefixes and new words formed with them (e.g., happy/unhappy, tell/retell.)

I can identify common prefixes and the new words formed with them.

☐ Identify grade appropriate root words and their meanings.

I can Identify root words and their meanings.

☐ Identify compound words. (Underpinning)

I can identify compound words.

☐ Identify and define individual words within the compound word. (Underpinning)

I can identify and define individual words within the compound word.

☐ Use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases.

(dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

I can use print glossaries and dictionaries to find the meaning of words or phrases.
☐ Use digital glossaries and beginning dictionaries to determine or clarify the meaning of word or phrases.
I can use digital glossaries and dictionaries to find the meanings of words or phrases.
☐ Apply ABC order to appropriate resources
I can use ABC order to locate information in resources.

<mark>**Reasoning Targets:**</mark>
☐ Apply knowledge of common root words to problem solve novel words with same root (e.g., addition, additional).
I can use my knowledge of root words to learn unknown words with the same root.
☐ Predict the meaning of compound words by using meaning of individual parts (e.g, birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
I can predict the meaning of compound words by using the meaning of the individual parts.
☐ Choose to use a glossary or dictionary (print or digital) to determine or clarify meaning of an unknown word.
I can choose the correct tool to use in finding the meaning of an unknown word.(glossary, dictionary, digital or print.).
☐ Determine or clarify meaning of unknown or multiple-meaning words and phrases.
I can find the meaning of unknown or multiple meaning words and phrases.
☐ Choose flexibly from an array of vocabulary strategies.
I can choose from a variety of vocabulary strategies.

2.L.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).**	Learning words at this stage consists in part of exploring different shades of the same verb (run/sprint) and closely related adjectives, growing vocabulary by using known word parts (prefix, root or compound part) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).

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

Knowledge Targets:
☐ Demonstrate understanding of word relationships.
I can demonstrate understanding of word relationships.
☐ Demonstrate understanding of nuances in word meanings.
I can demonstrate understanding of slight differences in word meanings.
☐ Identify verbs.
I can identify verbs.
☐ Identify adjectives.
I can identify adjectives.
☐ Identify real life connections between words and their use.
I can identify real life connections between words and their use.

<mark>**Reasoning Targets:**</mark>
☐ Distinguish meaning between closely related verbs.
I can tell the difference in meaning between closely related verbs.
☐ Distinguish meaning between closely related adjectives.
I can tell the difference in meaning between closely related adjectives.

2.L.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.)

Knowledge Targets:

☐ Use words and phrases acquired through conversations. (Underpinning)

I can use words and phrases I learned through conversations.

☐ Use words and phrases acquired through reading. (Underpinning)

I can use words and phrases learned through reading.

☐ Use words and phrases acquired through being read to. (Underpinning)

I can use words and phrases learned through being read to.

☐ Use words and phrases acquired through responding to texts.

I can use words and phrases learned through responding to texts.

☐ Identify and use adjectives

I can identify and use adjectives.

☐ Identify and use adverbs.

I can identify and use adverbs.

Reasoning Targets:

☐ Distinguish between words and phrase acquired through conversations.

I can distinguish between words and phrases acquired through conversations.

☐ Distinguish between words and phrase acquired through reading.

I can distinguish between words and phrases acquired through reading.

☐ Distinguish between words and phrase acquired through being read to.

I can distinguish between words and phrases acquired through being read to.

☐ Distinguish between words and phrase acquired through responding to texts.

I can distinguish between words and phrases acquired

through responding to texts. ☐ Determine when an adjective or adverb should be used to describe. **I can decide when an adjective or adverb should be used to describe.** ☐ Use words and phrases, including adjectives and adverbs, acquired through conversations accurately and appropriately. **I can use words and phrases, including adjectives and adverbs, learned through conversations.** ☐ Use words and phrases, including adjectives and adverbs, acquired through readings accurately and appropriately. **I can use words and phrases, including adjectives and adverbs, learned through readings.** ☐ Use words and phrases, including adjectives and adverbs, acquired through being read to accurately and appropriately. **I can use words and phrases, including adjectives and adverbs, learned through being read to.** ☐ Use words and phrases, including adjectives and adverbs, acquired through responding to texts accurately and appropriately. **I can use words and phrases, including adjectives and adverbs, learned through responding to texts.**		