

Second Grade Florida Standards English Language Arts

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Course # 5010043

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This is a complete revision of the Second Grade Language Arts Curriculum. Please see the Year-At-A-Glance Document for guidance on implementation.

Second Grade Florida Standards for Language Arts

BODY OF KNOWLEDGE: READING STANDARDS FOR LITURATURE

Cluster 1: Key Ideas and Details

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RL.1.1	<p>Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> That texts have a sequence of events, characters, setting, key details and a main idea That good readers can talk about what they have read with details from the story/text. <p>The student is able to:</p> <ul style="list-style-type: none"> Ask and answer questions about a story/text that has been read or heard. Demonstrate understanding of story/text that has been read or heard. Recall the key details of a story/text that has been read or heard. Use who, what, where, when, why, and how questions to organize and talk about key details from the text. 	<ul style="list-style-type: none"> I can ask and answer who, what, when, where, why and how questions about a text.
LAFS.2.RL.1.2	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Culture represents the way of life of a group of people. Diverse cultures impact literature. Stories are passed down through generations and contain a central message. That stories have a lesson, message, or moral to teach. <p>The student is able to:</p> <ul style="list-style-type: none"> Retell the stories of folktales and fables. Compare and contrast folktales and fables from diverse cultures. Explain the central message of a text. Recognize morals and lessons in a story. 	<ul style="list-style-type: none"> I can recount a story from a different culture. I can compare the same story from two different cultures. I can tell others the lesson or moral the story is teaching us.
LAFS.2.RL.1.3	<p>Describe how characters in a story respond to major events and challenges.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Characters respond differently to challenges and major events (problems) in a text. Character responses will affect the outcome of the stories. <p>The student is able to:</p> <ul style="list-style-type: none"> Retell the main events/challenges in the text. Describe how the character(s) respond to the major events/challenges. Determine why character(s) respond differently to major events/challenges, citing evidence from the text to support the answer. Compare and contrast character(s) and their responses to the 	<ul style="list-style-type: none"> I can identify the major events or challenges in a text. I can describe how characters respond to major events and challenges in a text. I can compare and contrast different characters' actions and responses.

		same major events/challenges in a text.	
Cluster 2: Craft and Structure			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<ul style="list-style-type: none"> Words and phrases can create rhythm and meaning. <hr/> The student is able to: <ul style="list-style-type: none"> Interpret meaning from rhythmic words and phrases in a story, poem, or song. Identify rhythm in a story, poem, or song. 	<ul style="list-style-type: none"> I can hear how words help stories, poems, or songs have a beat or rhythm. I can describe how words from the text help stories, poems, or songs make sense
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<ul style="list-style-type: none"> The beginning of the story often introduces the main characters and setting of the story. Problems are resolved by the end of a story. A story has a plot with a beginning, middle, and end. <hr/> The student is able to: <ul style="list-style-type: none"> Identify why the setting is important to the story. Identify and describe the main character(s) and their roles in the story.. Describe the problem and how it is resolved. Retell events following the sequence of the story. Identify different ways that stories begin and end. 	<ul style="list-style-type: none"> I can name the important information that is found at the beginning of stories. I can make a story map showing the beginning, events, and ending of a story. I can state the problem of the story and show how and where the problem is resolved.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<ul style="list-style-type: none"> Authors use characters to bring a story to life. Characters in a story express different points of view through dialogue and actions. The characters' points of view will impact events in the story. <hr/> The student is able to: <ul style="list-style-type: none"> Identify the points of view of characters in the story. Use different voices for different characters to reflect dialogue. Compare and contrast the differences in points of view of the characters 	<ul style="list-style-type: none"> I can change my voice to match the character(s). I can tell about a character's point of view.
Cluster 3: Integration of Knowledge and Ideas			

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RL.3.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<ul style="list-style-type: none"> Character, setting, and plot are key story elements. Illustrations may convey meaning about character, setting and plot. The student is able to: <ul style="list-style-type: none"> Use information from illustrations and words in a text to describe the story elements. 	<ul style="list-style-type: none"> I can use information from illustrations and words to describe characters, setting, and plot.
LAFS.2.RL.3.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <i>Cognitive Complexity:</i> Level 3 Strategic Thinking & Complex Reasoning	<ul style="list-style-type: none"> Stories may contain similar messages while using different story/cultural elements. There may be different versions of the same story. Different versions can be compared and contrasted. The student is able to: <ul style="list-style-type: none"> Compare and contrast two or more versions of the same story. 	<ul style="list-style-type: none"> I can find similarities and differences between two versions of a story by different authors. I can find similarities and differences between two versions of a story from different cultures.
Cluster4: Range of Reading and Level of Text Complexity			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RL.4.10	By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<ul style="list-style-type: none"> Different types of text require different levels of attention and rates of reading speed. Rereading is a way to increase comprehension. Writing clarifies understanding. Comprehension includes understanding the author's craft in the writing. The student is able to: <ul style="list-style-type: none"> Read and comprehend complex text within the 2-3 text complexity band. 	<ul style="list-style-type: none"> I can read and understand complex text.

BODY OF KNOWLEDGE: READING STANDARDS: FOUNDATIONAL SKILLS (K-5)

Cluster 3: Phonics and Word Recognition

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RF.3.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p>The student understands that:</p> <ul style="list-style-type: none"> The letters found in a word (eg. arrangement of vowels, soft g or c, -ing or -tion ending, etc.) give us clues about how to sound out that word. Letters, letter clusters, and syllables are used in decoding words. Meanings of words change when prefixes and suffixes are added. <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> Use long and short spelling patterns to decode regularly spelled one- and two-syllable words. Decode words with common prefixes and suffixes. Read common second grade irregularly spelled words. Apply vowel patterns and decoding strategies to decode words. 	<ul style="list-style-type: none"> I can sound out words with long and short vowels. I can read two-syllable words with long and short vowels. I can read common irregularly spelled words. I can read words with prefixes. I can read words with suffixes.

Cluster 4: Fluency

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<p>The student understands that:</p> <ul style="list-style-type: none"> Fluency helps readers comprehend and enjoy text. Self-monitoring allows for corrections of accuracy and fluency. <hr/> <p>The student is able to:</p> <ul style="list-style-type: none"> Read on-level text fluently and accurately. State the purpose for reading text. Self-monitor while reading and use context clues and rereading when something doesn't make sense. Answer comprehension questions or retell following a reading of on-level text to support comprehension. 	<ul style="list-style-type: none"> I can understand what I am reading. I can read for a purpose. I can read second grade text correctly and smoothly. I can use expression when reading a story. I can check to make sure I understand what I read. I can use context to help me understand, and I reread when necessary.

BODY OF KNOWLEDGE: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 1: Key Ideas and Details**

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RI.1.1	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Asking questions helps them comprehend text. Key details support understanding of the text. Comprehension strategies and graphic organizers support comprehension. <p>The student is able to:</p> <ul style="list-style-type: none"> Answer who, what, when, where, why, and how questions about informational text. Ask who, what, when, where, why, and how questions about informational text. Use strategic thinking, such as drawing conclusions or investigations, to answer the higher level ‘why’ or ‘how’ questions about the text. 	<ul style="list-style-type: none"> I can ask and answer who, what, when, where, why, and how questions about what I read.
LAFS.2.RI.1.2	<p>Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> A multi paragraph text has a main topic. Each paragraph within a multi paragraph text has a specific focus. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify the main topic of a multi paragraph text. Identify the focus of individual paragraphs. Provide evidence from the text that links key details to the main topic. 	<ul style="list-style-type: none"> I can identify the main topic of a text. I can identify the focus of a paragraph within a text.
LAFS.2.RI.1.3	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Connections occur between scientific ideas, historical events, or technical procedures in a text. It is important to understand how ideas, events or procedures connect to each other. Each step in a technical procedure is dependent on the other steps and has an important place in the sequence. <p>The student is able to:</p> <ul style="list-style-type: none"> Describe connections between historical events in a text. Describe connections between scientific ideas in a text. Describe connections between steps in a technical procedure in a text. Investigate and describe how technical procedures, historical events, or scientific ideas impact each other in a text. Follow a sequence of directions in a text. 	<ul style="list-style-type: none"> I can describe how historical events in a text connect to each other. I can describe how science concepts in a text are related. I can follow a sequence of steps for a procedure described in a text. I can sequence events/concepts in a text.

Cluster 2: Craft and Structure			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<ul style="list-style-type: none"> There are many resources and reading strategies available to define unknown words and phrases. It is important to know the meanings of words and phrases to comprehend information in a text. Base word, prefix, and suffix word parts can be used to determine the meaning of an unknown word. <p>The student is able to:</p> <ul style="list-style-type: none"> Recognize the need to determine the meaning of unknown words. Determine meanings of words and phrases in text. Use reading strategies (context clues, inferencing, rereading, skip and go back, etc.) to determine meanings of words and phrases. Use resources (glossary, dictionary, etc.) to determine meanings of words and phrases. Find evidence in the text to support proposed definition of word. Analyze the base word, prefix, suffix to help determine the meaning of a word. 	<ul style="list-style-type: none"> I can determine the meaning of words and phrases when I read for information.
LAFS.2.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently <i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<ul style="list-style-type: none"> Using text features will help them find the key details in the text to determine meaning. Various informational text features can help them find information quickly. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify text features in a variety of informational text. Differentiate and use text features to locate information efficiently. 	<ul style="list-style-type: none"> I can use text features in informational text to find information. I can use digital tools to find important information. I can determine which text feature will help me find the information I need.
LAFS.2.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<ul style="list-style-type: none"> Authors write informational text with a purpose of either explaining information, answering questions, or describing a topic. Informational text has a purpose. <p>The student is able to:</p> <ul style="list-style-type: none"> Identify the main purpose of an informational text. State what the author wants to answer, explain, or describe. 	<ul style="list-style-type: none"> I can determine why the text was written by an author (author's purpose).

Cluster 3: Integration of Knowledge and Ideas			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RI.3.7	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<ul style="list-style-type: none"> The purpose of informational text is to gain knowledge. Images in informational texts (diagrams, illustrations, maps, timelines, charts, photographs) help give meaning to and clarify concepts in the text. <p>The student is able to:</p> <ul style="list-style-type: none"> Explain images in an informational text. Tell how the images relate to and clarify the text. 	<ul style="list-style-type: none"> I can look at an image in an informational text and tell the connection to the text.
LAFS.2.RI.3.8	<p>Describe how reasons support specific points the author makes in a text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> An author provides reasons to support specific points in a text. An author includes details to support those reasons. <p>The student is able to:</p> <ul style="list-style-type: none"> Describe specific points in a text. Describe supporting details or reasons for each point. Determine the author's point of view. 	<ul style="list-style-type: none"> I can identify important points in an informational text. I can give reasons from an informational text to support important points.
LAFS.2.RI.3.9	<p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> Different texts can be written about the same topic. Texts can be compared to gain knowledge about a topic. Texts can be contrasted to gain knowledge about a topic. <p>The student is able to:</p> <ul style="list-style-type: none"> Compare important points between texts written about the same topic. Contrast important points between texts written about the same topic. 	<ul style="list-style-type: none"> I can compare the most important points in two informational texts about the same topic. I can contrast the most important points in two informational texts about the same topic.
Cluster 4: Range of Reading and Level of Text Complexity			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.RI.4.10	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<ul style="list-style-type: none"> Different types of text require different levels of attention and rates of reading speed. Rereading is a way to increase comprehension. Writing clarifies understanding. Comprehension includes understanding the author's craft in the writing. <p>The student is able to:</p> <ul style="list-style-type: none"> Read and comprehend complex text within the 2-3 text complexity band. 	<ul style="list-style-type: none"> I can read second grade informational complex text.

BODY OF KNOWLEDGE: WRITING STANDARDS**Cluster 1: Text Types and Purposes**

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.W.1.1	<p>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> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<ul style="list-style-type: none"> • Different modes of writing have different structures. • Writing needs to communicate thoughts and feelings to others. • Good writers include a main idea, supporting details, linking words, and a concluding statement or section in their writing. • Opinions must be supported by reasons. <p>The student is able to:</p> <ul style="list-style-type: none"> • Write an opinion statement. • Supply reasons that support the opinion. • Use linking words to connect the opinion and reasons. • Provide a concluding statement or section. 	<ul style="list-style-type: none"> • I can write an opinion piece that introduces a topic, states an opinion, has reasons to support my opinion and ends with a conclusion.
LAFS.2.W.1.2	<p>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> <p><i>Cognitive Complexity:</i> Level 3:Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Different modes of writing have different structures. • Using appropriate structure in writing will help communicate clear ideas to their audience. • The purpose for writing helps determine the structure of the writing. <p>The student is able to:</p> <ul style="list-style-type: none"> • Write an informative/explanatory text. • Develop a topic sentence. • Support the topic sentence with facts and definitions. • Construct a conclusion based on the supporting ideas. 	<ul style="list-style-type: none"> • I can write an expository piece that introduces a topic, uses facts and definitions to develop points and ends with a conclusion.
LAFS.2.W.1.3	<p>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> <p><i>Cognitive Complexity:</i> Level 3:Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Narrative writing tells a story and shows movement through time. • A rich narrative includes details, and describes actions, thoughts, and feelings in sequence. • Narratives may be fictional stories or personal accounts of an event. <p>The student is able to:</p> <ul style="list-style-type: none"> • Write a narrative using elaborated sequence of events containing detailed action. • Portray emotions by connecting personal thoughts and feelings. • Use temporal words to signal event order. • Construct a conclusion to provide a sense of closure. 	<ul style="list-style-type: none"> • I can write a narrative that tells a story, includes elaboration on the sequenced events, uses time-based words to show movement through time, and has a conclusion that makes it sound finished.

Cluster 2: Production and Distribution of Writing			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.W.2.5	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<ul style="list-style-type: none"> • Writing should focus on one topic. • Writing can be strengthened by revising and editing. • Writing communicates ideas to other people. • Good writers maintain a focus on a topic and discard irrelevant details. • Writing is a process (prewrite, draft, revise, edit, publish). • Writing must be revised and edited before it is ready to publish. <p>The student is able to:</p> <ul style="list-style-type: none"> • Maintain focus on a topic when writing. • Include related supporting details when writing. • Accept help from adults and peers to strengthen their writing. • Revise writing based on suggestions from adults or peers. • Edit writing to align with second grade conventions. 	<ul style="list-style-type: none"> • I can write about one topic with supporting details. • I can revise my writing with help from others. • I can edit my writing with help from others.
LAFS.C.2.W.2.6	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<ul style="list-style-type: none"> • Publishing is the final step in the writing process. • Various technology tools can be used to publish writing. • A published piece of writing is meant to be shared. • Including pictures enhances writing. <p>The student is able to:</p> <ul style="list-style-type: none"> • Collaborate with peers to produce and publish writing. • Apply the steps of the writing process to publish writing. • Revise and edit work with peers. • Utilize technology to compose text and include photographs and/or illustrations in writing. • Read aloud published pieces to others. 	<ul style="list-style-type: none"> • I can use a variety of digital tools with my teacher's help to write and share projects with my classmates.
Cluster 3: Research to Build and Present Knowledge			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.W.3.7	<p>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> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Books, magazines, and other writings provide information that is helpful in writing reports. • Working together on a written report or a research project can help improve the writing skills of everyone involved. • Reports provide information to readers, so our purpose in writing a report is to present information in a way that someone else can understand it. <p>The student is able to:</p> <ul style="list-style-type: none"> • Gather information from different resources. • Choose key information from selected resources to present in a report, rephrasing the ideas in own words. • Organize selected information to create a report. 	<ul style="list-style-type: none"> • I can work with others to read books and articles and then write a report. • I can work with others to publish a report.

		<ul style="list-style-type: none"> Record science observations in writing. Using the writing process, write a report in collaboration with others. Publish the research writing project for others to read. 	
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.W.3.8	<p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<ul style="list-style-type: none"> Writers can use prior knowledge and experiences to help them answer a question. Writers can use multiple sources to answer a question. <p>The student is able to:</p> <ul style="list-style-type: none"> Gather information from reference materials. Apply information and experiences to written responses. Provide an appropriate and complete response to a question. 	<ul style="list-style-type: none"> I can use what I know, what I have read, and/or what I have learned to write a complete answer to a question.

BODY OF KNOWLEDGE: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.SL.1.1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others’ talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Speaking, listening, and asking questions are all important in a conversation. Conversations involve linking ideas. Following rules during a discussion allows everyone to share their ideas and be heard. <p>The student is able to:</p> <ul style="list-style-type: none"> Respectfully speak and listen to conversations about appropriate topics of interest Ask for clarification in a conversation. Add to ongoing conversation with relevant information. Follow universal and class-established rules for discussion. 	<ul style="list-style-type: none"> I can talk with classmates and adults about interesting topics and books. I can stay on topic. I can ask and respond to questions during large and small group discussions to clarify my understanding. I can respect others by waiting for my turn to speak. I can respectfully listen to others and join their conversations.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.SL.1.2	<p>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"> Writing and other forms of communication contain key ideas and supporting details. Subsections of media (i.e. chapters in a book or scenes in a movie) each usually contain their own focus and details. 	<ul style="list-style-type: none"> I can describe the main idea and details of a story/report/video I hear or see. I can remember and retell the key

	<i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts	<p>The student is able to:</p> <ul style="list-style-type: none"> Identify the key/main idea and details of a text read aloud or via other media. (video, graphic, etc...). Retell the events of a story read aloud or delivered in another media form. 	details of a story/report/video I hear or see.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.SL.1.3	<p>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> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<ul style="list-style-type: none"> Asking questions is a way to gather information when listening and responding to the speaker. Answering questions gives evidence of understanding of the speaker's topic. <p>The student is able to:</p> <ul style="list-style-type: none"> Initiate conversation when you have a question for the speaker. Ask appropriate questions to gather information, deepen understanding, and clear up misconceptions or confusion. 	<ul style="list-style-type: none"> I can ask and answer questions to get more information from a speaker. I can ask and answer questions to better understand a topic or issue.
Cluster 2: Presentation of Knowledge and Ideas			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.SL.2.4	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<ul style="list-style-type: none"> Speaking is one way to communicate and requires using a clear voice and coherent sentences. When telling a story or describing a personal experience, clear, descriptive details will help the audience understand and enjoy the story. Telling stories should include important facts and relevant details. <p>The student is able to:</p> <ul style="list-style-type: none"> Distinguish the differences between relevant and irrelevant facts, and descriptive and non-descriptive details. Tell a story that others will understand, using facts and descriptive details. Recount a personal experience in a way that makes sense, using coherent sentences and a voice volume adequate for the selected audience. 	<ul style="list-style-type: none"> I can tell a story that makes sense to others. I can use the right tone of voice for others to hear. I can speak in complete and clear sentences so my audience will understand me.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.SL.2.5	<p>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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> Audio recording is the use of technology to allow future listening for self-reflection and correction of the content recorded. Visual displays enhance audience understanding when listening to stories or experiences. Drawings and displays allow speakers to add extra details to clarify thoughts, ideas, and feelings that cannot be heard in the retelling of an experience. <p>The student is able to:</p>	<ul style="list-style-type: none"> I can make a recording of a story or poem as I read aloud. I can make and use drawings or displays to add details and interest to a story or experience.

		<ul style="list-style-type: none"> • Create an audio recording. • Create drawings or displays to clarify thoughts, ideas, and feelings for a story or experience. • Recognize when a drawing or display is appropriate to enhance a story or experience. 	
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.SL.2.6	<p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations pages 26 and 27 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<ul style="list-style-type: none"> • Speaking in complete sentences can provide people with more information and help answer listeners’ questions. • There are certain situations and tasks where it is appropriate to speak in complete sentences. • Speaking in complete sentences requires practice. <p>The student is able to:</p> <ul style="list-style-type: none"> • Speak in complete sentences to provide more information or clarification. • Determine whether a sentence is complete or incomplete. • Answer questions in complete sentences. 	<ul style="list-style-type: none"> • I can speak in complete sentences to give someone more information or to ask and answer questions. • I can tell the difference between a complete sentence and an incomplete sentence.

BODY OF KNOWLEDGE: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.L.1.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Demonstrate legible printing skills. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told). Use adjectives and adverbs, and choose between them depending on what is to be modified. 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). 	<ul style="list-style-type: none"> • Nouns that look singular can sometimes represent a group of people, places, and things. (e.g. family, herd, group, class) • Plural nouns can have irregular spellings. (e.g. mouse/mice, tooth/teeth) • Pronouns can be used to describe myself and other people. • Changing the verb tense will reflect when the action took place. • Verb tenses can have irregular spellings. (e.g. sit/sat) • Adjectives describe nouns and adverbs describe verbs. • Sentences can be expanded, combined, and rearranged to add details, change meaning, or enhance style. <p>The student is able to (when speaking and writing):</p> <ul style="list-style-type: none"> • Use collective nouns (e.g., group). • Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). • Use reflexive pronouns (e.g., myself, ourselves). • Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). • Use adjectives and adverbs, and choose between them depending on what is to be modified. • Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; 	<ul style="list-style-type: none"> • I can use collective nouns and irregular plural nouns correctly. • I can use pronouns like myself, herself, ourselves correctly. • I can change verbs to tell that something already happened. • I can use adjectives to describe nouns. • I can use adverbs to describe verbs. • I can make compound and complex sentences.

	<u>Cognitive Complexity:</u> Level 2: Basic Applications of Skills & Concepts	The little boy watched the movie; The action movie was watched by the little boy).	
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p><u>Cognitive Complexity:</u> Level 1: Recall</p>	<ul style="list-style-type: none"> There are rules for capitalization and punctuation in our English language that help make the meaning of the writing clearer. All proper nouns are capitalized including holidays, product names, and geographic names. Commas are needed after the greeting and closing in a letter(dates and words in a series are taught in first grade) . An apostrophe is needed in a contraction to show where a letter(s) was eliminated. An apostrophe is needed in a noun to show possession or ownership. Learned spelling patterns can help when spelling unknown words. <p>The student is able to:</p> <ul style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<ul style="list-style-type: none"> I can capitalize holidays, product names, and proper names of places (e.g., Christmas, Legos, South Dakota). I can use commas in greetings and closings of letters. I can use apostrophes to form contractions (e.g., isn't). I can use apostrophes to show ownership (e.g, Mary's puppy). I can use spelling patterns I have learned to help me spell unknown words. I can use reference materials to check and correct spellings.
Cluster 2: Knowledge of Language			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.L.2.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Compare formal and informal uses of English <p><u>Cognitive Complexity:</u> Level 2: Basic Applications of Skills & Concepts</p>	<ul style="list-style-type: none"> Certain situations require formal use of the English language. Certain situations allow for the use of informal language. There is a difference between formal and informal English. The English language should be used appropriately according to the context of the situation and the purpose of the audience. <p>The student is able to:</p> <ul style="list-style-type: none"> Compare writing and speaking in formal and informal contexts when reading or listening to text. Interpret which writing and speaking situations and tasks require use of formal or informal English language. Discuss what situations may require an author or speaker to use either formal or informal English. Discuss an author's or speaker's style and determine if the language is formal or informal and why. 	<ul style="list-style-type: none"> I can use what I know about language and its conventions while I write, speak, read, or listen. I can use formal language for tasks at school and work. I can recognize a complete sentence when reading or listening. I can recognize an incomplete sentence when reading or listening. I can speak or write in complete sentences.

Cluster 3: Vocabulary Acquisition and Use			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
LAFS.2.L.3.4	<p>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> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p><i>Cognitive Complexity:</i> Level 2: Basic Applications of Skills & Concepts</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Words can have multiple meanings, and the reader must determine the meaning of the word in context. Context clues give clues to word meaning. Prefixes change the meaning of words. Suffixes change the meaning of words. Meanings of root words can be used to figure out unknown words with the same root. Compound words can be determined by figuring out the meaning of the individual words within the compound word. Meanings of words can be found in glossaries and dictionaries, both in hard print and digitally. <p>The student is able to:</p> <ul style="list-style-type: none"> Choose the correct meaning of words with multiple meanings based on context clues. Predict word meanings based on prefixes, root words and individual words in compound words. Look words up in dictionaries and glossaries to determine the meaning of words and phrases. Recognize meanings of words and phrases based on context clues. 	<ul style="list-style-type: none"> I can tell what a word means by how it is used in the sentence. I can tell what a word means by looking at the root word, and prefix. I can predict what a compound word may mean by looking at the two smaller words that make up the compound word. I can find the meaning of words in glossaries and dictionaries.
LAFS.2.L.3.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> Many words in our language have other words that mean about the same - synonyms. Some words give a more descriptive meaning to the written work than others. Synonyms may have different connotations (slender, scrawny) <p>The student is able to:</p> <ul style="list-style-type: none"> Use suitable and precise words in speaking and writing. Choose the best word for a specific context from among closely related verbs or adjectives. 	<ul style="list-style-type: none"> I can explain what a word means by giving an example from everyday life. I can describe the differences between words with similar meanings.
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets

<p>LAFS.2.L.3.6</p>	<p>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> <p><u>Cognitive Complexity:</u> Level 1: Recall</p>	<ul style="list-style-type: none"> • Adding details using adjectives and adverbs allows others to better understand the message. • Appropriately using new words and phrases makes communicating with others interesting. <p>The student is able to:</p> <ul style="list-style-type: none"> • Read a story and comprehend the information to use for future conversations. • Use descriptive words (adjectives and adverbs) when communicating to add details. • Use new words or phrases acquired from oral or written texts. 	<ul style="list-style-type: none"> • I can use new words and phrases from text I have read or conversations I have had. • I can use details provided through good word choice when I share information.
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CONTENT-AREA CONNECTIONS			
Cluster 1: Science			
Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
<p>SC.2.N.1.1</p>	<p>Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • Questions drive investigations. • Exploration and systematic observations help provide information for an investigation. • Teamwork collaboration is important when investigating. <p>The student is able to:</p> <ul style="list-style-type: none"> • Ask questions that can be investigated. • Collaborate with others for investigation. • Explore a concept. • Conduct a simple systematic observation. 	<ul style="list-style-type: none"> • I can work with others to investigate a question. • I can work with others to conduct a systematic observation.
<p>SC.2.N.1.3</p>	<p>Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking & Complex Reasoning</p>	<ul style="list-style-type: none"> • It is important to provide support for answers. • It is important to look at support provided for answers. <p>The student is able to:</p> <ul style="list-style-type: none"> • Look for and provide support for answers. • Attempt a reasonable answer when asked by others to provide support. 	<ul style="list-style-type: none"> • I can support my answers by asking "how do you know?"
<p>SC.2.N.1.5</p>	<p>Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts I</p>	<ul style="list-style-type: none"> • It is important to distinguish between what we can observe with our senses and the conclusions that we draw from our observations. <p>The student is able to:</p> <ul style="list-style-type: none"> • Distinguish between what is observed through his/her senses and what he/she thinks about the observation. 	<ul style="list-style-type: none"> • I can tell the difference between what I observe through my senses and what I think.
Cluster 2: Civics			

Standard Identifier	Standard with Complexity Rating	Conceptual and Procedural Understanding – The student understands that:	Student Friendly Language Learning Targets
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.	<ul style="list-style-type: none"> • Citizens can make a positive contribution in their community. <p>The student is able to:</p> <ul style="list-style-type: none"> • Define community. • Define positive contribution. • List ways citizens can make a positive contribution in the community. 	<ul style="list-style-type: none"> • I can list ways to make a positive contribution in the community.
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> • There are many different cultures and people represented in the United States of America. • Many people have made contributions to make the United States a good place to live. <p>The student is able to:</p> <ul style="list-style-type: none"> • Identify various cultures and ethnic groups that live in the United States. • Identify various people groups (veterans, women) in the United States. • Identify contributions made by the different cultures and groups. 	<p>Student Friendly Language Learning Targets</p> <ul style="list-style-type: none"> • I can tell about contributions to our country that have been made by a variety of people.
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.	<p>Conceptual and Procedural Understanding – The student understands that:</p> <ul style="list-style-type: none"> • There are symbols that represent America and its government. • There are many important documents, individuals and events that make up the history of the United States. <p>The student is able to:</p> <ul style="list-style-type: none"> • Recognize symbols, such as the White House, the Constitution, the Washington monument, etc. that are historically important in the United States. • Recognize documents, individuals, and events that are historically important in the United States. 	<p>Student Friendly Language Learning Targets</p> <ul style="list-style-type: none"> • I can recognize and name symbols of the United States. • I can recognize and name the Constitution and important individuals and events in the history of the United States.