

Conventions of Standard English			
<p><b>L 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <ul style="list-style-type: none"> <li>a. Fluently, independently, and legibly write all upper- and lowercase letters.</li> <li><b>b. Produce grade-appropriate text using legible writing.</b></li> <li>c. Understand that cursive is different from manuscript.</li> <li>d. Use collective nouns (e.g., <i>group</i>).</li> <li><b>e. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</b></li> <li>f. Use reflexive pronouns (e.g., myself, ourselves).</li> <li><b>g. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</b></li> <li><b>h. Use adjectives and adverbs,</b> and choose between them depending on what is to be modified.</li> <li>i. 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).</li> </ul>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>● I can write all upper and lower case letters legibly and correctly.</li> <li>● I can produce grade level text.</li> <li>● I can differentiate between cursive and manuscript writing.</li> <li>● I can use nouns in writing and speaking.</li> <li>● I can write and speak using irregular plural nouns.</li> <li>● I can use reflexive pronouns in my writing and speaking.</li> <li>● I can use past tense irregular verbs in my writing and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>legibly</li> <li>produce</li> <li>differentiate</li> <li>manuscript</li> <li>cursive</li> <li>nouns</li> <li>irregular Verbs</li> <li>plural</li> <li>reflexive pronouns</li> <li>past tense</li> <li>adjectives</li> </ul>	<ul style="list-style-type: none"> <li>What is the difference between lower and upper case letters?</li> <li>What is the difference between cursive and manuscript writing?</li> <li>What is a noun?</li> <li>What is a plural noun?</li> <li>What is a pronoun?</li> <li>What is a past tense irregular verb?</li> <li>What is an adjective?</li> <li>What is an adverb?</li> <li>What is a complete simple sentence?</li> </ul>	<ul style="list-style-type: none"> <li>Teacher discretion: District, state and/or teacher created.</li> <li>Writing rubric for writing pieces.</li> <li>Graphic Organizer</li> <li>Sorting adverbs and adjectives.</li> <li>Sorting irregular plural nouns and pronouns.</li> <li>Listing past tense irregular verbs.</li> </ul>

Language Standards: **Grade 2**

Any standard **highlighted in yellow** has been determined by our MCS D teachers, district and state content experts as essential for students to master.

<ul style="list-style-type: none"> <li>I can use adjectives and adverbs in my writing and speaking.</li> <li>I can produce and rearrange complete simple and compound sentences in my writing and speaking.</li> </ul>	<p>adverbs simple sentence compound sentence</p>	<p>What is a compound sentence?</p>	
<p><b>L 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>a. Capitalize holidays, product names, and geographic names.</b></p> <p>b. Use commas in greetings and closings of letters.</p> <p><b>c. Use an apostrophe to form contractions</b> and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage badge; boy boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>			
<p><b>I Can Statements (must be modified to Learning Targets)</b></p>	<p><b>Academic Vocabulary</b></p>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
<ul style="list-style-type: none"> <li>I can capitalize holidays, product names, and geographic names.</li> <li>I can use commas in greetings and closings of letters.</li> <li>I can use an apostrophe to form contractions and frequently occurring possessives.</li> <li>I can use learned spelling patterns when writing words.</li> <li>I can use reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p>capitalize proper nouns holidays product geographic commas greeting closing apostrophe contractions possessive nouns pattern reference dictionaries</p>	<p>What words should you capitalize in the sentence?</p> <p>Where should the commas be in a letter?</p> <p>How do you write contractions?</p> <p>What spelling patterns have you learned that you used?</p> <p>Where would you look (what reference material) if you needed to check a spelling of a word?</p>	<p>Teacher discretion: District, state and/or teacher created.</p> <p>Dictation Letter writing Change two words into a contraction Spelling tasks Writing rubrics</p>

Knowledge of Language			
<b>L 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> a. Compare formal and informal uses to English.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can compare formal and informal uses of English.</li> </ul>	conventions formal informal uses	When would I use formal English?  When would I use informal English?	Teacher discretion: District, state and/or teacher created. Letter writing

Vocabulary Acquisition and Use
<b>L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, flexibility from an array of strategies.</b> a. Use sentence-level context as a clue to the meaning of a word or phrase. <b>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</b> <b>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>additional, additional</i>).</b> d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i> ). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Language Standards: Grade 2

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I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"><li>● I can use sentence-level context as a clue to find the meaning of a word or phrase.</li><li>● I can determine the meaning of the new word formed when a known prefix is added to a known word.</li><li>● I can use a known root word as a clue to the meaning of an unknown word with the same root.</li><li>● I can use knowledge of the meaning of individual words to predict the meaning of compound words</li><li>● I can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li></ul>	multiple-meaning words context clues prefix clarify root word compound words glossary dictionary	How do you figure out the meaning of the word by using the text around it?  How did the meaning of this word change when the prefix was added?  What is your interpretation of the text? Support your rationale.	Teacher discretion: District, state and/or teacher created.  vocabulary activities weekly Treasures assessments

<b>Vocabulary Acquisition and Use (Continued)</b>			
<p><b>L 5: Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can demonstrate an understanding of word relationships.</li> </ul>	relationships demonstrate adjectives synonyms	What word means the same as.....? How are those words related?	Teacher discretion: District, state and/or teacher created. Give a list of related words...which word does not belong? Give students paint chips and have them write synonyms for a given word (to represent shades of meaning).
<p><b>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).</b></p>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can use words and phrases learned through conversations, reading and being read to, and responding to texts that include adjectives and adverbs to describe.</li> </ul>	phrases conversations adjectives adverbs describe	What is an adjective? adverb? How would you use adjectives/adverbs to describe? Give an example using adjectives/adverbs to describe _____.	Teacher discretion: District, state and/or teacher created. Highlight adjectives/adverbs found in complete sentences Visual cue identifying adjectives/adverbs in a sentence Writing

Language Standards: Grade 2

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**Reading Standards: Foundational Skills-2nd Grade**

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<b>Phonics and Word Recognition</b>			
<p><b>RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondence.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>I can know spelling-sound correspondences for additional common vowel teams.</li> <li>I can decode regularly spelled two-syllable words with long vowels.</li> <li>I can decode words with common prefixes and suffixes.</li> <li>I can identify words with inconsistent but common spelling-sound correspondence.</li> <li>I can recognize and read grade-appropriate irregularly spelled words.</li> </ul>	long vowels short vowels vowel teams syllables prefix suffix decode irregular high-frequency sight words (dolch, fry etc.)	What are the prefix(es)/suffix(es)? How do they change the meaning of words? What are the vowel sounds? How did you decode the word?	Teacher discretion: District, state and/or teacher created.

**Reading Standards: Foundational Skills-2nd Grade**

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<b>Fluency</b>			
<b>RF 4: Read with sufficient accuracy and fluency to support comprehension.</b>			
a. Read grade-level text with purpose and understanding.			
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"><li>I can read and comprehend grade level text with sufficient accuracy and fluency.</li></ul>	fluency accuracy rate expression comprehension	What steps can you take to improve your fluency? What strategies can you use to solve or self-correct an unknown word? Can you demonstrate an understanding of the text?	Teacher discretion: District, state and/or teacher created.

Reading Standards-Informational Text: 2<sup>nd</sup> Grade

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Key Ideas and Details			
<b>RI 1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can ask and answer questions using specific details.</li> </ul>	details who what where when why how	What are the key details from the text? What questions did you have while reading the text?	Teacher discretion: District, state and/or teacher created. Written response Close reading Student generated questions (I wonder... Quiz Questions...)
<b>RI 2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can identify the main topic of the multiparagraph text.</li> <li>I can specify the main idea in each paragraph.</li> </ul>	main Idea specific details paragraph topic sentence summarize	What is the main idea of the text? What is the main idea of certain paragraphs?	Teacher discretion: District, state and/or teacher created.  Write the main topic of the text. Students are assigned a paragraph to identify the main idea.

RI 3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can describe the connections between a series of historical events.</li> <li>I can describe the connections between a series of scientific ideas.</li> <li>I can describe the steps in technical procedures in a text.</li> </ul>	summarize describe connections historical events scientific ideas/concepts technical procedures timeline	How did _____ impact _____ ? What were the most important key facts about the events/ideas/procedures form the text? How did the events in the beginning of the article lead to its conclusion? Describe or summarize...	Teacher discretion: District, state and/or teacher created. Writing a summary Discussion Treasures weekly and unit tests-revised and supplemented.

Craft and Structure			
RI 4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can use strategies to determine the meaning of words and phrases in a 2nd grade text.</li> </ul>	determine meaning relevant context-clues	What strategies am I using to determine meaning? How can I determine this word through context clues. Infer what the author was meaning. How did you know the meaning of the author’s words or phrases? Which words helped you understand the meaning?	Teacher discretion: District, state and/or teacher created.  Small group - teacher directed questions through conversation

<b>RI 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.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>• I can identify text features.</li> <li>• I can use text features to locate key facts or information in a text efficiently.</li> <li>• I can use the glossary to find the meaning of bold print words.</li> <li>• I can use the index to locate key information in a text.</li> <li>• I can use subheadings to know where to find key facts.</li> </ul>	text features captions bold print subheadings glossaries index electronic menus icons key facts	How do you know where to find a certain topic in a text? How could you use other text features to locate information in a text? How does the structure of the article help with the development of the main idea? How do ___(text feature) help you better understand the text? What types of text features does the author use? How does this help you gain more information about the subject?	Teacher discretion: District, state and/or teacher created.  written/verbal assessment using text features Locate and/or highlight text features
<b>RI 6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>• I can identify the author’s main purpose(s) of a text.</li> <li>• I can explain the author’s main purpose(s) of a text.</li> </ul>	main purpose text inform entertain persuade	Explain the author’s purpose for writing the text?	Teacher discretion: District, state and/or teacher created.  Summarize the author’s purpose.

Integration of Knowledge and Ideas			
RI 7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can explain how specific images contribute to and clarify a text.</li> </ul>	clarify explain diagram images contribute	What elements in the image help you to understand the text? How does the image help you to clarify the text's meaning? Why should you look at the images/illustrations? What information is clarified by this image? How does the author help you clarify a text?	Teacher discretion: District, state and/or teacher created.  Written/oral response Locate and/or highlight
RI 8: Describe how reasons support specific points the author makes in a text.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can identify the author's main purpose of the text.</li> <li>I can find specific points the author makes in the text.</li> </ul>	author main purpose point text specific points supporting reasons details topic sentence	What is the author's main purpose of the text? Can you tell me 3 specific points the author is making in the text? What point is the author trying to make? How does the author support that point?	Teacher discretion: District, state and/or teacher created.  Write down the author's main purpose of the text. Point to evidence of specific points the author is making in the text and explain. Find opinion/persuasive writing for assessment - find the specific points for the author's reasons

<b>RI 9: Compare and contrast the most important points presented by two texts on the same topic.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can compare the most important points presented by two texts on the same topic.</li> <li>I can contrast the most important points presented by two texts on the same topic.</li> </ul>	compare contrast texts important points topic similar/same different perspective research	What are some similarities... What are some differences... What points do you think are the most important? Why? What events do both texts have in common? Why is it important to use multiple resources for research?	Teacher discretion: District, state and/or teacher created.  Venn Diagram/graphic organizers Written response Verbal discussion Research paper- collaborative

<b>Range of Reading and Level of Text Complexity</b>			
<b>RI 10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can read and comprehend grade level informational text.</li> </ul>	comprehension complex text fluency decode informational text	What are the key details in the text? What does the author want us to know? How do the text features help with comprehension? How did you choose the nonfiction text to read? What strategies should you use to comprehend a complex text?	Teacher discretion: District, state and/or teacher created.  Non-fiction benchmarks Acadience

		How do you monitor your comprehension as you read?	
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Reading Standards-Literature: **2nd Grade**

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Key Ideas and Details			
<b>RL 1: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</b>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can ask <i>who, what, where, when, why, and how</i> questions to demonstrate understanding of key details of a text.</li> <li>I can answer <i>who, what, where, when, why, and how</i> questions to demonstrate understanding of key details of a text.</li> </ul>	characters plot events setting key details text cause & effect demonstrate inference summarize	Who is the main character in the text? What are the character’s strengths and weaknesses? Where and when is the setting of the story? How does the setting affect the character? When did the character’s feelings change? Why did the character make that choice?	Teacher discretion: District, state and/or teacher created.  Graphic organizers for asking questions while reading a text- before, during, & after.
<b>RL 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can recount the central message of the story.</li> <li>I can determine the moral of the story.</li> </ul>	recount determine central message lesson moral folktales	What is the moral of the story? What lesson did you learn from the folktale/fable? What textual evidence supports the central message or theme? How does the moral benefit me/others?	Teacher discretion: District, state and/or teacher created.  Oral presentation, recreating the story. Graphic organizer

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	fables	What does ___ represent in the story?	
<b>RL 3: Describe how characters in a story respond to major events and challenges.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can determine the major events in a fictional text.</li> <li>I can determine the character’s major challenges.</li> <li>I can describe how characters in a story respond to major events and challenges.</li> </ul>	describe characters respond major events major challenges	Why was ___ a major challenge for ___? Can you explain how _____ affected _____?	Teacher discretion: District, state and/or teacher created.

<b>Craft and Structure</b>			
<b>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.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can identify how words and phrases give rhythm and meaning in a story, poem, or song.</li> </ul>	rhyme alliteration beats meaning	Which sentences demonstrate alliteration? Can you identify rhyme in the text? Can you state how many beats are in a given sentence?	Teacher discretion: District, state and/or teacher created.  Using poems or songs to identify alliteration, rhyme, beats.

Reading Standards-Literature: **2nd Grade**

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RL 5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the actions.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can describe story structure by identifying the beginning, middle, and ending elements.</li> </ul>	structure introduction conclusion action describe	How does the beginning of the story help you know what the story is about? What actions in the story helped you determine that the story ended?	Teacher discretion: District, state and/or teacher created.
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.			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can identify character's differences.</li> <li>I can use a different voice for each character while reading aloud.</li> </ul>	point of view characters dialogue	Can you compare and contrast each character? What are the similarities between _____ and _____? The differences _____?	Teacher discretion: District, state and/or teacher created.  Reader's Theaters Anecdotal notes

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Integration of Knowledge and Ideas			
<b>RL 7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can use the information gained from the illustrations to demonstrate my understanding of a print or digital text of the characters, setting, and plot.</li> <li>I can use the information gained from words from a print or digital text to demonstrate my understanding of the characters, setting, and plot.</li> </ul>	illustrations print text digital text characters setting plot demonstrate	What additional details do we learn about the character from the illustrations? What additional details do we learn about the setting from the illustrations? What additional details do we learn about the plot from the illustrations? How did the illustrations deepen our understanding of the plot? What adjectives did the author write to describe...? Describe the illustration using adjectives.	Teacher discretion: District, state and/or teacher created.  Visualizing graphic organizers Small group discussion Adjective list describing illustrations Finding adjectives in a text that describe characters, setting, and plot.
<b>RL 8: (Not applicable to literature)</b>			
<b>RL 9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</b>			
I Can Statements (must be modified to Learning Targets)	Academic Vocabulary	Question Stems	Possible Assessments
<ul style="list-style-type: none"> <li>I can compare two or more versions of the same story.</li> <li>I can contrast two or more versions of the same story.</li> </ul>	compare contrast versions cultures	What conclusion can be drawn from these texts? How are these stories alike? Different?	Teacher discretion: District, state and/or teacher created.  Venn Diagram

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<b>Range of Reading and Level of Text Complexity</b>			
<b>RL 10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"><li>I can read and comprehend grade level text.</li></ul>	fluency accuracy comprehension	Tell me as much as you can about this story. (Retell)	Teacher discretion: District, state and/or teacher created.  Unit Tests Acadience Progress Monitoring Running Records Written responses to text

**Speaking and Listening Standards: Grade 2**

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<b>Comprehension and Collaboration</b>			
<b>SL 1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>			
<ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>● I can participate in collaborative conversations about a grade level topic with other peers and adults in small and large groups.</li> <li>● I can follow discussion rules.</li> <li>● I can respectfully add to and listen to others’ ideas.</li> <li>● I can ask questions and clarify ideas of others when needed.</li> </ul>	collaborative conversations topics peers clarification respectfully diverse norms discussion	What does it look like when I have a collaborative conversation with others? How do I respectfully add to and listen to others’ ideas? What does it mean to clarify others’ ideas?	Teacher discretion: District, state and/or teacher created.  Socratic Circles Small group discussions Anecdotal notes Sharing out to the group Silent hand signals
<b>SL 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>● I can recount or describe key ideas or details from a text read aloud or information presented orally.</li> </ul>	recount/retell summarize key ideas key details media orally	What are the key ideas in the text? What are the supporting details in the text? What was the story mainly about? Text specific questions...	Teacher discretion: District, state and/or teacher created.  Written response Class discussion Think-Pair-Share

**Speaking and Listening Standards: Grade 2**

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<b>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.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can ask a speaker questions to clarify or deepen my understanding of the topic.</li> <li>I can answer questions about the speaker’s topic to clarify or deepen my understanding of a topic.</li> </ul>	clarify gather deepen understanding issue comprehension	What does the speaker want us to know? What questions can I ask the speaker to gather more information? What questions can I ask to clarify information?	Teacher discretion: District, state and/or teacher created.  Student generated questions (before the speaker, interview questions, ...) Paired interviews

<b>Presentation of Knowledge and Ideas</b>			
<b>SL 4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can tell a story or recount an experience using descriptive details, appropriate facts, and speaking loud and clear.</li> <li>I can tell a story that others can easily understand.</li> </ul>	descriptive details recount appropriate facts audibly	What elements can you add to make your story more clear?	Teacher discretion: District, state and/or teacher created.  Rubric/checklist

**Speaking and Listening Standards: Grade 2**

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<b>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.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>• I can use a device to do an audio recording of a story or poem.</li> <li>• I can create visuals to clarify ideas, thoughts, and feelings.</li> </ul>	audio visual recording device	How could you record your work? Could you create some other visuals to clarify the text of your story or poem?	Listen to the recording - class or peers Have a peer conference
<b>SL 6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations).</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>• I can produce complete sentences.</li> <li>• I can provide details or clarification.</li> </ul>	clarification detail complete sentence	What is a complete sentence? How do you know when to change the language to match different contexts?	Teacher discretion: District, state and/or teacher created.  Identify elements of a complete sentence. Orally respond using a complete sentence. Journal write and share, audience can request detail or clarification

**Writing Standards: Grade 2**

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<b>Text Types and Purposes</b>			
<b>W 1: Write opinion pieces in which they introduce the topic or name the 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.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can write an opinion piece with a main topic.</li> <li>I can state an opinion with reasons to support it using linking words.</li> <li>I can conclude with a statement.</li> </ul>	opinion main topic conclusion linking words	What is the opinion in your writing piece? What are reasons that support your opinion? What linking words did you use in your writing piece?	Teacher discretion: District, state and/or teacher created. Write an opinion piece with reasons to support your opinion. Pair share with buddy the writing piece. Buddy shares opinion writing with supporting reasons. Rubrics
<b>W 2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>I can write informative/explanatory text including an introduction topic, information to develop points, and a conclusion.</li> <li>I can identify topic sentences, facts, definitions, details, and concluding statements.</li> </ul>	informative explanatory topic facts/points definitions concluding statement	Why does informative writing need an introduction for the topic? Did you begin your writing with a topic sentence? How would you use facts or definitions to get your point across to your audience? What elements could you use to provide a strong concluding statement? Are you writing to inform or explain?	Teacher discretion: District, state and/or teacher created. Write paragraph/essay Highlight topic/concluding sentence Rubrics

**Writing Standards: Grade 2**

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<b>W 3: Write narratives in which they recount a well-elaborated event, or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide some sense of closure.</b>			
<b>I Can Statements (must be modified to Learning Targets)</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"><li>I can write a narrative that:<ul style="list-style-type: none"><li>*recounts a well-elaborated event or short sequence of events</li><li>*includes details to describe actions, thoughts, and feelings</li><li>*uses temporal words to signal event order</li><li>*provides some sense of closure.</li></ul></li></ul>	narrative event details actions, thoughts, & feelings temporal/signal/transition words closure elaborate problem/solution closure	What is your story about? Who are the characters in your story? What problem will the main character face? Where and when does your story take place? Why was the setting important to your story? What events happen in your story? How do the characters feel in your story? What words can you use to signal event order? Did you use words like earlier, later, soon to show how time is changing in the story? What events lead up to the conclusion? How is the problem solved? How can you provide a sense of closure in your story?	Teacher discretion: District, state and/or teacher created.  Rubrics  Written pieces  Peer editing/revising

**Writing Standards: Grade 2**

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<b>Production and Distribution of Writing</b>			
<b>W 4: (Begins in grade 3)</b>			
<b>W 5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>			
<ul style="list-style-type: none"> <li>I can strengthen their writing by editing.</li> <li>I can strengthen their writing by revising.</li> </ul>	revise edit strengthen focused topic Various editing marks (ie. caret, three lines)	Does it make sense when I read it out loud? Did I spell my word wall words correctly? Did I have a partner or teacher read it?	Teacher discretion: District, state and/or teacher created.  Color coded correction Read out loud to a partner Written pieces within expository, opinion, and narrative
<b>W 6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>			
<ul style="list-style-type: none"> <li>I can use a variety of digital tools to produce and publish writing.</li> <li>I can collaborate with peers about my writing.</li> </ul>	collaborate digital tools publish	Who benefits from this? Who is your audience? What tools can we use to improve our digital writing?	Teacher discretion: District, state and/or teacher created.  Publish a given assignment using: Letter Generator (UEN lesson plans) Printing Press (readwritethink) Google Docs

**Writing Standards: Grade 2**

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<b>Research to Build and Present Knowledge</b>			
<b>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).</b>			
<ul style="list-style-type: none"><li>I can research a number of books or articles about a topic with a partner and share the information.</li></ul>	research article report observation record	What did you learn about the topic? Could you use some other materials to....? How could you record what you learned?	Teacher discretion: District, state and/or teacher created.  Create a project to display information. Write an informational report explaining what you learned.
<b>W 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>			
<ul style="list-style-type: none"><li>I can recall information from personal experiences or gather information provided from specific sources to answer a question.</li></ul>	recall information experiences sources	How can your personal experiences be a source to answer questions? Why is it good to gather information before answering a question?	Teacher discretion: District, state and/or teacher created.  Writing sample Results from research Foldables Oral retell Close reading
<b>W 9: Begins in grade 4.</b>			

**Writing Standards: Grade 2**

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<b>Range of Writing</b>
<b>RL 10: (Begins in grade 3)</b>