

2nd Grade ELA Placemat

Reading Literature									
2.RL.01-Ask and answer <b>relevant questions</b> as who, what, where, when, why, and how to demonstrate understanding of key details in a text, <b>supporting answers with evidence from the text.</b>	2.RL.02-Recount <b>(describe setting, problems, solutions) a stories beginning, middle, and end,</b> including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.RL.03 - Describe how characters in a story respond <b>(cause and effect) to major events and challenges (traits, motivations, and feelings).</b>	2.RL.04 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repetition, and sensory details) supply rhythm, imagery, and meaning in a story, poem, or song. Use Onomatopoeia.	2.RL.05 - Describe <b>the overall structure of a story, how beginning introduces the story and the ending concludes the action</b>	2.RL.06 - Acknowledge differences in the points of view of characters <b>and explain how the story changes based on who is telling the story.</b>	2.RL.07-Use <b>information gained from the illustrations, text features</b> and words in print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RL.08- NA	2.RL.09 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in <b>fiction and nonfiction.</b>	2.RL.10 - <b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
2.R.2.Ca/b (WC Standard) Identify characters, setting, acts, and scenes in plays and identify the elements of dialogue and use them in informal plays									
Reading Informational									
2.RI.01 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text <b>and to clarify meaning.</b>	2.RI.02 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text <b>(supporting details).</b>	2.RI.03 - Describe the connection <b>between and the order of events</b> in a series of historical events, scientific ideas of concepts, or steps in technical procedures in a text and <b>identify problems and solutions.</b>	2.RI.04- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2.RI.05 <b>Know and use various text features to locate key facts or information in a text efficiently and to make and confirm predictions, or explain why not confirmed.</b>	2.RI.06 - Identify the main purpose of a text, including what the author wants to answer, explain or describe (author's purpose).	2.RI.07 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2.RI.08 - <b>Describe how reasons support specific points the author makes in a text.</b>	2.RI.09 Compare and contrast the most important points presented by two texts on the same topic in <b>fiction and nonfiction.</b>	2.RI.10 - <b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
2. R.1.C.b -(WC Standard) Text to world (text ideas to experiences in the world) 2.R.1.D.b - (WC Standard) Producing evidence of reading					2.R.3.A.e - (WC Standard) Follow written multi-step directions 2.R.3.B.a -(WC Standard) Explain why a text is fiction or nonfiction				
Reading Foundations									
2.RF.A Phonics					2.RF.B Fluency				
2.RF.03 - Know and apply grade level phonics and word analysis skills in decoding words 2.RF.03a - Distinguish long and short vowels when reading regularly spelled one-syllable words. 2.RF.03b- Know spelling-sound correspondences for additional common consonant and vowel <b>digraphs and vowel diphthongs</b> 2RF.0.3c--Decode regularly spelled two-syllable words with long vowels <b>and use common syllable patterns to decode words including r-controlled vowels</b> 2.RF.03d- Decode words with common prefixes and suffixes 2.RF.03f - Recognize, read , and <b>decode</b> grade-appropriate irregularly spelled words.					2.RF.04 - Read with sufficient accuracy and fluency to support comprehension 2.RF0.4a - Read grade-level text with purpose and understanding 2.RF0.4b - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings 2.RF.04c Use context to confirm or self-correct word recognition and understanding <b>when understand breaks down.</b>				
2.RF.1.A.a - Develop print awareness in the reading process by: understanding that sentences are organized into paragraphs to convey meaning									

Writing					
*THESE STANDARDS WILL BE USED WITH EVERY TYPE OF WRITING*					
Prewriting	Draft	Reread/Revise	Edit	Produce/Publish/Share	
Brainstorm and record key ideas using a graphic organizer	*Sequencing ideas into clear and coherent sentences *Generating paragraphs with one main idea *Creating evidence of a beginning, middle, and end *Addressing an appropriate audience	2.W.05 - With guidance and support from adults, focus on a topic and strengthen writing as needed by revising and editing  Main idea Details Word choice Sentence construction Event order Audience Voice	Edit for language conventions 2.L.01- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 2.L.02 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.L.02e - Consult reference materials including beginning dictionaries as needed to check and correct spelling	2.W.06 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers-- <b>introduce keyboard skills</b>	
Opinion	Informative/Explanatory	Narrative	Research		
2.W.01 -Write opinion pieces in which they introduce the topic or text they are writing about, <b>using complete sentences</b> state an opinion, supply reasons that support opinion, use <b>specific words related to the topic</b> and linking words to connect opinion and reasons, and provide a concluding statement or section	2.W.02 - Write informative/explanatory texts in which they introduce a topic <b>using complete sentences</b> , use facts and definitions to develop points, use <b>specific words related to the topic</b> and <b>linking words and phrases to signal event order</b> , and provide a concluding statement or <b>paragraph</b>	2.W.03 - Write <b>fiction or non-fiction narratives and poems</b> in which they introduce a <b>main character and setting</b> , recount a well-elaborated event or short sequence of events, including and details to describe actions, thoughts, and feelings, use <b>temporal words to signal event order (B,M,E)</b> , and provide a sense of closure	2.W.07 - Participate in shared research and writing projects  <b>*Generate a list of open-ended questions about topics of interest</b> <b>*Create an individual question about a topic</b>	*2.W.08 - Recall and record information from experiences or gather information from provided sources to answer a question in simple visual format  <b>*Make formal presentations of information gathered</b> <b>*Evaluate using previously established teacher/student criteria</b>	
Language					
2.L.01 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 2.L.01a - Use nouns, collective nouns, and pronouns 2.L.01b- Form and use frequently occurring irregular plural nouns 2.L.01c- Use reflexive pronouns 2.L.01d-NA 2.L.01e -NA 2.L.01f- Produce, expand, and rearrange complete simple and compound sentences	2.L.02- Demonstrate command of the conventions of expectation English capitalization, punctuation, and spelling when writing. 2.L.02.a - Capitalize <b>months</b> , holidays, product names, geographic names, and <b>abbreviated titles of people</b> . 2.L.02b - Use commas in greetings and closing of letters 2.L.02c - Use an apostrophe to form contractions and frequently occurring possessives. 2.L.02d -NA	2.L.03 -NA	2.L.04 - <b>Vocabulary - Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 2 reading and content choosing flexibly from an array of strategies..</b> 2.L.04a-Use context as a clue to the meaning of a word or phrase <b>and determine literal and nonliteral meanings of words and phrases in context</b> 2.L.04b - Determine the meaning of new word formed when a known prefix and <b>suffix</b> is added to a known word. 2.L.04c Use a known root word as a clue to the meaning of an unknown word with the same root. 2.L.04d- Use knowledge of the meaning of individual words to <b>determine</b> the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 2.L.04e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <b>**2.RL.04 and 2.RI.04 fall under vocabulary too</b>	2.L.05 - Demonstrate understanding of word relationships and nuances in word meanings 2.L.05a - NA 2.L.05b -Distinguish shades of meaning among closely related verbs and closely related adjectives <b>and use synonyms and antonyms</b> .	2.L.06 - Use words and phrases acquired through conversations, reading and being read to ( <b>including content area books</b> ), and responding to texts, including using adjectives and adverbs to describe.
2.L.1.A.h -(WC Standard) Use helping verbs with regular verbs	2.L.1.B.a - (WC Standard) Write legibly 2.L.1.B.b -(WC Standard) Use dialogue that contains quotation marks 2.L.1.B.g - (WC Standard) Spell and use the plural of appropriate nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x 2.L.1.B.i- (WC Standard) Arrange words in alphabetical order to the second letter		2.R.4.A.a - (WC Standard) Explaining purposes of media 2.R.4.A.b - (WC Standard) Describing techniques used to create media messages 2.R.4.A.c -(WC Standard) Identifying various written conventions for using digital media		

Speaking and Listening					
2.SL.01 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups 2.SL.01.a - Follow agreed-upon rules for discussions	2.SL.02 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	2.SL.03 - 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.	2.SL.04 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	2.SL.05 - 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.	2.SL.06 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **BOLD - Priority Standards**

Blue - New wording coming from the NEW MLS

Red - Completely NEW standard from MLS

Green - In the CCSS but not in MLS, BUT we are still going to teach it