



# English Language Arts Bookmarks

*Standards Reference to Support  
Planning and Instruction*



## *2nd Grade*

**Tulare County**  
**Office of Education**

*Tim A. Hire, County Superintendent of Schools*



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**Anchor Standard**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**RL.2.1**

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**Essential Skills and Concepts:**

- Ask questions
- Answer questions (who, what, where, when, why)
- Understand which details are more important to the story
- Demonstrate how the key details support or move the story forward

**Question Stems and Prompts:**

- ✓ Who is this story about?
- ✓ Where did it take place?
- ✓ Which of these details is really important to the story?
- ✓ How does knowing where the story takes place, help us understand the story?
- ✓ Can you outline the key details in the text?
- ✓ Where in the passage did you find that key detail?
- ✓ How do you know that it is a key detail?
- ✓ What might you want to know about...?
- ✓ Don't forget to ask yourself/partner
  - \* What does this character want?
  - \* Who are the main characters?
  - \* What is the author trying to tell me?
  - \* What is the main message of the story?

**Academic Vocabulary**

- question
- answer
- demonstrate
- key details
- understanding
- text
- details
- information

**Spanish Cognates**

- demostrar
- detalles
- texto
- detalles
- información

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**Spanish Cognates**

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**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RL.2.2**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

**Essential Skills and Concepts:**

- Retell: stories, fables, and folktales from different cultures
- Answer questions about the text
- Determine the ‘big idea’ about the lesson or moral of story
- Synthesize the message and connect to other stories or lessons

**Question Stems and Prompts:**

- ✓ What is the central message in this story, fable, or folktale?
- ✓ Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale.
- ✓ What is the moral of the story? fable? folktale?
- ✓ How is this story, fable, folktale different from what you already know?
- ✓ Where does this story come from?

**Academic Vocabulary**

- recount
- fables
- folktales
- determine
- central message
- moral
- resolution
- sequence
- problem

**Spanish Cognates**

- fábulas
- determiner
- mensaje central
- moraleja
- resolución
- secuencia
- problema

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**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RL.2.3**

Describe how characters in a story respond to major events and challenges.

**Essential Skills and Concepts:**

- Understand sequence of events in a story
- Identify major and minor events in a story
- Identify major and minor characters in a story
- Describe how characters face different events and challenges in story
- Understand that characters engage as a result of what happens during the story

**Question Stems and Prompts:**

- ✓ Who are the major and minor characters in the story?
- ✓ Describe/Define the major events or challenges in the story.
- ✓ How do the major/minor characters respond to the important challenges in the story?
- ✓ What effect do the events in the story have on the characters?
- ✓ What events could the characters have responded to differently?
- ✓ How does the character change?

**Academic Vocabulary**

- describe
- major event
- minor event
- major/minor characters
- interaction of characters
- challenges
- sequence of events

**Spanish Cognates**

describir

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- describe
- major event
- minor event
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- interaction of characters
- challenges
- sequence of events

**Spanish Cognates**

describir

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**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. (See grade 2 Language standards 4-6 for additional expectations.) CA

**Essential Skills and Concepts:**

- Distinguish between words and phrases
- Distinguish the “cadence” of spoken language
- Ability to hear same and/or differing sounds in words
- Ability to see and hear the pattern of the spoken language
- Know that alliteration means words start with the same or similar sounds
- Know that often authors repeat the same lines for emphasis or effect

**Question Stems and Prompts:**

- ✓ Which sentence(s) are an example of alliteration.
- ✓ Can you come up with a sentence where all the words start with the letter \_\_\_\_\_?
- ✓ Identify words that rhyme.
- ✓ Identify and clap the rhythm in a stanza.
- ✓ Do you see any repetition in this story, poem, or song?
- ✓ Why do you think the author repeated that line?
- ✓ How do you know this is a poem and not a story?

**Academic Vocabulary**

- distinguish
- alliteration
- emphasis
- rhyme
- rhythm
- repetition

**Spanish Cognates**

- distinguir
- aliteración
- énfasis
- rima
- ritmo
- repetición

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- emphasis
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**Spanish Cognates**

- distinguir
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- ritmo
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**Anchor Standard**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**RL.2.5**

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**Essential Skills and Concepts:**

- Understand story structure
- Understand the beginning of a story that introduces the characters and setting
- Describe the actions that occur at the ending of the story
- Know that actions in the story help lead to a resolution

**Question Stems and Prompts:**

- ✓ Describe the beginning, middle, and end of the story.
- ✓ What are the character’s problems?
- ✓ Read to your partner the section where the character’s problem begins to be solved.
- ✓ How does the character solve the problem?
- ✓ Look at this section, why did the author add \_\_\_\_\_?
- ✓ Analyze this paragraph, what is the author trying to tell you?
- ✓ What information does the author include at the beginning of the story that helps you understand the rest of the story?
- ✓ In which part of the story does most of the action occur?

**Academic Vocabulary**

- analyze
- text
- paragraph
- section
- chapter

**Spanish Cognates**

- analizar
- texto
- párrafo
- sección
- capítulo

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- text
- paragraph
- section
- chapter

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- texto
- párrafo
- sección
- capítulo

**Anchor Standard**

Assess how point of view or purpose shapes the content and style of a text.

**RL.2.6**

Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**Essential Skills and Concepts:**

- Understand and identify point of view
- Distinguish one character’s point of view from another character’s
- Understand character’s voice in literature
- Distinguish between characters’ voices when reading aloud
- Use different voices for different characters (e.g., high, gruff, low, excited)

**Question Stems and Prompts:**

- ✓ Describe the difference between the two character’s points of view.
- ✓ Can you change your voice so it sounds like how the character might sound?
- ✓ What makes the characters speak or act differently?
- ✓ Why was it important for the author to use dialogue?
- ✓ How are the characters different or alike?
- ✓ What contrast can you make between the characters?
- ✓ Would you think the same way as the character does? Why? Why not?

**Academic Vocabulary**

- distinguish
- point of view
- opinion
- dialogue
- contrast

**Spanish Cognate**

- distinguir
- punto de vista
- opinión
- diálogo
- contrastar

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**Spanish Cognate**

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**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RL.2.7**

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

**Essential Skills and Concepts:**

- Understand character, plot, and setting
- Analyze text information & illustrations to understand deeper meaning of the story
- Use opportunities to explore books, or stories, as digital text

**Question Stems and Prompts:**

- ✓ What clues do the illustrations in the story provide to help you understand the setting in the story?
- ✓ What clues do the illustrations in the story provide to help you understand the characters in the story?
- ✓ What clues do the illustrations in the story provide to help you understand the plot of the story?
- ✓ Today you will use the computer to read this story.
- ✓ When you use the computer station, you will be using this site to read some stories.
- ✓ What did you learn about the characters, setting, or plot from the words the author used?

**Academic Vocabulary**

- illustrations
- character
- setting
- plot
- digital text

**Spanish Cognates**

- ilustraciones
- texto digital

Standard RL.2.8 is not applicable to second grade.

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- illustrations
- character
- setting
- plot
- digital text

**Spanish Cognates**

- ilustraciones
- texto digital

Standard RL.2.8 is not applicable to second grade.

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RL.2.9**

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Essential Skills and Concepts:**

- Compare and contrast the same text by different authors
- Compare and contrast selected text from different cultures

**Question Stems and Prompts:**

- ✓ Why do you think the authors created their own version of the same story?
- ✓ What are some of the differences you notice in the two stories?
- ✓ Did the authors change the main ideas in their versions of the story?
- ✓ Compare and contrast the differences in the authors' interpretation.
- ✓ Which culture (country) is represented in this story?
- ✓ What is the relationship between the two stories?
- ✓ What would have happened in the story if the cultural setting were different?

**Academic Vocabulary**

- compare
- contrast
- author
- culture
- character
- plot
- theme
- story
- interpretation

**Spanish Cognates**

- compare
- contrastar
- autor
- cultura
- tema
- interpretación

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**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**RL.2.10**

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

**Essential Skills and Concepts:**

- Recognize a variety of text (stories, poetry)
- Comprehend literature in grade 2-3 complexity band
- Read independently and proficiently in grade 2-3 complexity band
- Read text with multiple layers of meaning
- Read text with implicit and unconventional structures
- Read text with figurative, purposeful, and academic vocabulary

**Question Stems and Prompts:**

- ✓ Please keep track of the stories you are reading at home by having your parents sign the sheet.
- ✓ Have you read any poems, adventure stories, or fairy tales lately?
- ✓ Can you tell me what you have liked so far about the text (prose/poetry)?
- ✓ Does this story/poem remind you of any other stories/poems we have read?
- ✓ Compare this piece to other pieces of text you have read.
- ✓ Identify similarities between the two pieces.
- ✓ What other stories or poems have you read about \_\_\_\_\_?
- ✓ Predict what you think will happen next in the story.
- ✓ What makes you think that will happen?
- ✓ How do you know?

**Academic Vocabulary**

- comprehend
- independently
- proficiently
- literature
- character
- plot
- setting
- author

**Spanish Cognates**

- comprender
- independiente
- literatura
- autor

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**Spanish Cognates**

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- independiente
- literatura
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**RI.2.1**

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**Essential Skills and Concepts:**

- Demonstrate understanding of character
- Ask questions
- Answer who, what, where, when, why questions
- Understand key details
- Identify main ideas and key details within the text

**Question Stems and Prompts:**

- ✓ As you read ask yourself questions that will help you understand the story, like: What is this text about? Where did it take place? What is happening now?
- ✓ Why do you think the author included that detail?
- ✓ Where in the passage did you find that key detail?
- ✓ How do you know that is a key detail?
- ✓ What details are essential to understanding the key concepts of the text?

**Academic Vocabulary**

- question
- answer
- demonstrate
- details
- text
- outline
- passage

**Spanish Cognates**

demostrar  
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demostrar  
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**Anchor Standard**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**RI.2.2**

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

**Essential Skills and Concepts:**

- Identify main topic within a multi-paragraph text
- Identify the topic sentence of each paragraph in a text
- Determine how each paragraph supports the main topic being addressed by the author
- Identify main ideas, key details in a multi-paragraph text
- Understand how to recount details in a multi-paragraph text

**Question Stems and Prompts:**

- ✓ What is the main idea of this text?
- ✓ What is the topic sentence in this paragraph?
- ✓ What additional details does the author give us in this paragraph that helps us understand the main topic?
- ✓ Construct the main ideas of multiple paragraphs in a text.
- ✓ Is there a map or graphic organizer you can use to keep track of the main ideas in each paragraph?
- ✓ List some of the supporting details found in this multi-paragraph text.
- ✓ What is the focus of this paragraph?

**Academic Vocabulary**

- paragraph
- multi-paragraph
- main topic
- key details
- focus
- graphic organizer

**Spanish Cognates**

- párrafo
- varios párrafos

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- paragraph
- multi-paragraph
- main topic
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**Spanish Cognates**

- párrafo
- varios párrafos

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text

**RI.2.3**

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

**Essential Skills and Concepts:**

- Compare and contrast scientific ideas or concepts
- Demonstrate understanding of the sequence of historical events
- Comprehend and show understanding of the sequence of steps in a technical procedure
- Describe how one event, a scientific event, or step in a procedure influences another

**Question Stems and Prompts:**

- ✓ How did inventing \_\_\_\_\_ change history?
- ✓ How did the life of (*historical figure*) effect people today?
- ✓ Which step would you do first? Which would you do last?
- ✓ How has this \_\_\_\_\_ changed over time?
- ✓ Show me how scientific ideas or concepts are the same and how they are different?
- ✓ Using a timeline, sequence the historical events.
- ✓ Compare the historical events to your present life. Is the past important? What can we learn from the past?
- ✓ Why is it important to do step 1 in a technical procedure before step 3?
- ✓ What do you think would happen if you did not follow the steps in order?

**Academic Vocabulary**

- compare
- contrast
- sequence
- historical
- technical
- scientific
- timeline

**Spanish Cognates**

- comparar
- contraste
- secuencia
- histórico
- técnica
- científicos
- línea de tiempo

**Anchor Standard**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text

**RI.2.3**

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

**Essential Skills and Concepts:**

- Compare and contrast scientific ideas or concepts
- Demonstrate understanding of the sequence of historical events
- Comprehend and show understanding of the sequence of steps in a technical procedure
- Describe how one event, a scientific event, or step in a procedure influences another

**Question Stems and Prompts:**

- ✓ How did inventing \_\_\_\_\_ change history?
- ✓ How did the life of (*historical figure*) effect people today?
- ✓ Which step would you do first? Which would you do last?
- ✓ How has this \_\_\_\_\_ changed over time?
- ✓ Show me how scientific ideas or concepts are the same and how they are different?
- ✓ Using a timeline, sequence the historical events.
- ✓ Compare the historical events to your present life. Is the past important? What can we learn from the past?
- ✓ Why is it important to do step 1 in a technical procedure before step 3?
- ✓ What do you think would happen if you did not follow the steps in order?

**Academic Vocabulary**

- compare
- contrast
- sequence
- historical
- technical
- scientific
- timeline

**Spanish Cognates**

- comparar
- contraste
- secuencia
- histórico
- técnica
- científicos
- línea de tiempo

**Anchor Standard**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**RI.2.4**

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (See **grade 2 Language standards 4-6 for additional expectations.**) CA

**Essential Skills and Concepts:**

- Determine the meaning of root words in a text
- Determine the meaning of new words using prefixes and suffixes
- Identify the meaning of compound words
- Use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas
- Understand that sometimes when a word is used in a phrase, the meaning of the word may change

**Question Stems and Prompts:**

- ✓ Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word.
- ✓ What will you do if you come to a word you don't know?
- ✓ Remember to look at our poster if you need help understanding a word.
- ✓ What strategies can you use to help find out what a word means?
- ✓ How does the particular meaning of the same word change in different contexts?
- ✓ Explain the meaning of the word that includes a prefix or suffix from the text.
- ✓ Did you try using the computer's dictionary to find the meaning of the word?

**Academic Vocabulary**

- root word
- compound word
- prefixes
- suffixes
- dictionary
- digital dictionary

**Spanish Cognates**

- palabras compuestas
- prefijos
- sufijos
- diccionario
- diccionario digital

**Anchor Standard**

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**Spanish Cognates**

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**Anchor Standard**

Analyze the structure of text including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, a chapter, scene, or stanza) relate to each other and the whole.

**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.

**Essential Skills and Concepts:**

- Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indices
- Show understanding of key facts or information in the text

**Question Stems and Prompts:**

- ✓ Can you find \_\_\_\_\_ feature in the text?
- ✓ Open your book. Find the index, glossary, and heading.
- ✓ Put your finger on the word that is in bold print.
- ✓ Are there any words that are written in bold print? Why do you think the author wrote that word in bold print?
- ✓ Where would you find a glossary or index in your book?
- ✓ Retell key facts from text.
- ✓ Under the subheading of \_\_\_\_\_, find a key fact.
- ✓ Why are icons important, and how do they help us locate key facts?
- ✓ On the computer, can you find the icon that means undo, save, Chrome?
- ✓ I will show you some icons; you tell me what they mean.

**Academic Vocabulary**

- bold print
- subheading
- caption
- icons
- glossaries
- indexes

**Spanish Cognates**

- subpartida
- iconos
- glosarios
- índices

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**Spanish Cognates**

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**Anchor Standard**

Access how point of view or purpose shapes the content and style of a text.

**RI.2.6**

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

**Essential Skills and Concepts:**

- Demonstrate understanding of author’s intent
- Determine the information from the text

**Question Stems and Prompts:**

- ✓ What is the author’s intent in this text?
- ✓ What does the author explain or describe in this passage?
- ✓ Describe the information the author gives you in the text.
- ✓ After reading the text, what information did the author describe to you? Summarize the author’s intent.
- ✓ Determine the author’s \_\_\_\_\_(description, explanation) from the text.
- ✓ In the text we just read, is the author trying to explain, describe or answer something? What makes you think that?

**Academic Vocabulary**

- main purpose
- author’s intent
- description
- explanation
- passage

**Spanish Cognates**

- el propósito principal
- la intención del autor
- descripción
- explicación
- pasaje

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**Spanish Cognates**

- el propósito principal
- la intención del autor
- descripción
- explicación
- pasaje

**Anchor Standard**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RI.2.7**

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**Essential Skills and Concepts:**

- Use pictures and diagrams to gather information for clarification of meaning
- Know that illustrations help you understand more about the text and the person, place, thing or idea the text is about
- Connect illustrations with the message

**Question Stems and Prompts:**

- ✓ How does reading the chart, diagram help you understand what the author is trying to say?
- ✓ What information did you gather from that \_\_\_\_\_ diagram that aided your understanding?
- ✓ Restate the important facts from the chart or graph using the \_\_\_\_\_.
- ✓ What examples can you find to \_\_\_\_\_?
- ✓ What conclusions can you draw \_\_\_\_\_?
- ✓ How can you make use of these facts and graphs?

**Academic Vocabulary**

- images
- diagram
- charts
- graphs
- clarify
- example
- conclusions

**Spanish Cognates**

- imagenes
- diagrama
- gráfica
- aclarar
- ejemplo
- conclusiones

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- clarify
- example
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**Spanish Cognates**

- imagenes
- diagrama
- gráfica
- aclarar
- ejemplo
- conclusiones

**Anchor Standard**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**RI.2.8**

Describe how reasons support specific points the author makes in a text.

**Essential Skills and Concepts:**

- Be able to justify an author’s main points
- Know how to link people and their ideas
- Know that an author writes to share what he/she thinks
- Know that authors use details to help make a point
- Understand that authors try to explain their thinking
- Know that an author may have more than one reason to explain his thinking

**Question Stems and Prompts:**

- ✓ What does the writer think about the problem?
- ✓ Explain in your own words the reasons that support the author’s main purpose.
- ✓ Why do you think the author wrote that?
- ✓ What details did the author use to support his/her main purpose?
- ✓ Did the author justify his/her ideas?
- ✓ Why did the author write this piece?

**Academic Vocabulary**

- reasons
- justify
- explain
- details
- support
- main purpose

**Spanish Cognates**

- razones
- justificar
- explicar
- detalles

**Anchor Standard**

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- reasons
- justify
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**Spanish Cognates**

- razones
- justificar
- explicar
- detalles

**Anchor Standard**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**RI.2.9**

Compare and contrast the most important points presented by two texts on the same topic.

**Essential Skills and Concepts:**

- Analyze texts
- Identify the points the author is making
- Identify the key details presented
- Describe the similarities of both texts
- Describe the differences between both texts
- State the biggest difference between the two texts
- State which piece of text you like best and why

**Question Stems and Prompts:**

- ✓ What is the text about?
- ✓ What are the key details?
- ✓ Read both texts. What is the difference between them? (contrast)
- ✓ How are the two pieces alike? (compare)
- ✓ Can you fill in the Thinking Map showing the similarities and differences between the two texts?
- ✓ How were the illustrations used in both books?
- ✓ What did the illustration in the books tell you?
- ✓ Can you tell your partner what is the same/different about what you are reading?

**Academic Vocabulary**

- compare
- contrast
- illustrations
- key details
- text
- similarities
- differences

**Spanish Cognates**

- comparar
- contraste
- ilustraciones
- detalles clave
- texto
- similitudes
- diferencias

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- similitudes
- diferencias

**Anchor Standard**

Read and comprehend complex literary and informational texts independently and proficiently.

**RI.2.10**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Essential Skills and Concepts:**

- Experience reading grade level science textbooks
- Experience reading grade level history/social science textbooks
- Read informational texts independently and proficiently
- Know how to use text feature to help comprehend informational text
- Know how to self-monitor for understanding

**Question Stems and Prompts:**

- ✓ Do you have any questions about what you are reading?
- ✓ If you don't understand, who can you ask to help you?
- ✓ Did you use the illustrations/graphics to help you understand?
- ✓ Point to a textual feature. Why do you think the author included it?
- ✓ What graphics help you the most?
- ✓ How is the informational text different from \_\_\_\_\_?
- ✓ You might want to read this book about \_\_\_\_\_. It has much useful information.

**Academic Vocabulary**

- illustrations
- graphics
- text
- textual features
- author
- informational text
- self-monitoring

**Spanish Cognates**

- ilustraciones
- gráficos
- texto
- características textuales
- autor
- texto informativo

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Standard RF.2.1 and RF.2.2 are not applicable in second grade.

**Anchor Standard**

Anchor standards do not exist for RF standards

**RF.2.3**

Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**Essential Skills and Concepts:**

- Understand that meaningful chunks can be added to words to change their meaning
- Understand that prefixes are added to the beginning of the word
- Know the meaning of common prefixes such as *re-*; *un-*; *dis-*; etc.
- Understand that suffixes are added to the ending of a word
- Recognize the derivational suffixes, *ly-*; *-ish*; *-hood*; *-ful*; *ness*; *ment*; etc, and how they change the meaning of a word
- Recognize common Latin suffixes, such as *-ment*; *-ation*; *-ly*; *-able/ible*; etc.
- Recognize and use common syllable patterns such as *doubles*, to help decode multi-syllabic words
- Know and read, fluently, regularly spelled words

**Question Stems and Prompts:**

- ✓ Are there any chunks you know that can help you figure out what this word means?
- ✓ Does the word have suffixes or prefixes you know?
- ✓ How many parts do you hear in that word?
- ✓ Are there any patterns you can use to help you write the word?

**Academic Vocabulary**

- evidence
- suffixes
- prefixes
- multi-syllable
- appropriate
- irregular

**Spanish Cognates**

- sufijos
- prefijos
- multi-silaba
- apropiado
- irregular

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**Anchor Standard**

Anchor standards do not exist for RF standards

**RF.2.4**

Read with sufficient accuracy and fluency to support comprehension.

- 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, re-reading as necessary.

**Essential Skills and Concepts:**

- Set a purpose for reading
- Use expression when reading
- Use strategies for self-correction
- Skim text to check for understanding
- Scan text to confirm understanding
- Re-read for fluency and comprehension
- Self-monitor for understanding

**Question Stems and Prompts:**

- ✓ Why did you choose this selection?
- ✓ What can you do when the story/text doesn't make sense?
- ✓ What strategies can you use when you don't understand the text?
- ✓ Can you read this paragraph fluently and with expression?
- ✓ Why is it important to scan the page?
- ✓ Did you skim the page looking for information?
- ✓ When you self-monitor, you \_\_\_\_\_.
- ✓ What does it mean to read fluently?
- ✓ Did you re-read the part you didn't understand?

**Academic Vocabulary**

- selection
- strategies
- paragraph
- fluently
- expression
- skimming
- scanning
- self-monitor

**Spanish Cognates**

- selección
- estrategias
- párrafo
- fluidez
- expresión
- auto-monitorear

**Anchor Standard**

Anchor standards do not exist for RF standards

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**Anchor Standard**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.2.1**

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.

**Essential Skills and Concepts:**

- Understand the concept of having an opinion
- Ability to express orally an opinion, such as like or dislike of a chosen book or story, and support that opinion with a reason
- Ability to write a brief opinion piece about a book or story, and provide a reason for that opinion
- Know common organizational structures such as: cause/effect, chronological/sequential order, and problem/solution
- Know what linking words are and how to use them when moving from one reason to another
- Know that conclusions should restate, or sum up, the writing

**Question Stems and Prompts:**

- ✓ Who is your audience?
- ✓ What is your purpose for writing?
- ✓ From what point of view will you be writing?
- ✓ Did I completely explain my opinion of topic or argument in my paper?
- ✓ Does the reader know my opinion?
- ✓ How did I support my opinion with details?
- ✓ Did I include transitional or linking words?
- ✓ Did my opinion end with a strong conclusion?
- ✓ Does your conclusion sum up or restate your opinion or purpose?
- ✓ What linking words could you use to help your reader follow your thinking?

**Academic Vocabulary**

- argument
- support claims
- substantive topics
- valid reason
- evidence

**Spanish Cognates**

razón válida

**Anchor Standard**

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**Academic Vocabulary**

- argument
- support claims
- substantive topics
- valid reason
- evidence

**Spanish Cognates**

razón válida

**Anchor Standard**

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.2.2**

Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section .

**Essential Skills and Concepts:**

- Know the difference between writing text to inform or explain
- Know how to write a topic sentence
- Know how to group related information together
- Understand the importance of including illustrations
- Use facts, definitions, and details to develop topic
- Use linking words and phrases to connect ideas
- Know how to conclude by using a statement or explanation

**Question Stems and Prompts:**

- ✓ Are you writing to inform or explain?
- ✓ What is your topic?
- ✓ Did you begin your writing with a topic sentence?
- ✓ What example, definitions, and details will you use to explain your topic?
- ✓ Why did you choose this topic?
- ✓ What details will you use to explain your topic?
- ✓ What examples would help you explain your topic?
- ✓ Can you use a quote? Why would this be important?
- ✓ Where can you find more information about your topic?

**Academic Vocabulary**

- topic
- inform
- explain
- topic sentence
- examples
- definitions
- details
- quote

**Spanish Cognates**

- tema
- informar
- explicar
- ejemplos
- definiciones
- detalles
- cotización

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**Anchor Standard**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.2.3**

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 a sense of closure.

**Essential Skills and Concepts:**

- Know that a narrative tells a story
- Understand who is telling the story
- Know how to move from one event to another
- Use the character’s words to help explain what is happening in the story
- Understand how using time words moves the story forward
- Recognize temporal words
- Understand story elements
- Understand dialoguing

**Question Stems and Prompts:**

- ✓ Who is your story about?
- ✓ Where does your story take place? (Setting)
- ✓ Why was this setting important to your story?
- ✓ Did you use words like earlier, later, soon, to show how time is changing in the story?
- ✓ What problem will the main character face?
- ✓ Does the problem change the character’s acts or thoughts?
- ✓ Have you used details that will help your readers see and know the characters?
- ✓ What events will lead up to your conclusion?
- ✓ Where can you add more descriptive words and information to make your story more exciting?

**Academic Vocabulary**

- setting
- major/minor character
- problem
- details
- descriptive words
- information
- events
- details
- experience

**Spanish Cognates**

- problema
- detalles
- información
- detalles
- experiencia

**Anchor Standard**

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- details
- descriptive words
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- experience

**Spanish Cognates**

- problema
- detalles
- información
- detalles
- experiencia

**Anchor Standard**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.2.4**

**With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CA**

**Essential Skills and Concepts:**

- Know how to write in a sequential manner
- Understand why you are writing
- Understand for whom you are writing
- Understand the writing types (e.g. , opinion, informative, narrative)
- Understand purposes for writing such as: writing to persuade, to inform, and to entertain
- Recognize and use organizational structures such as: chronological order, cause and effect, etc..

**Question Stems and Prompts:**

- ✓ What is your purpose for writing this piece?
- ✓ Who will be reading your writing?
- ✓ Who is your audience?
- ✓ How will you organize your writing?
- ✓ What information will you need to add to help your reader understand?
- ✓ Where can you add more information to help the reader understand?

**Academic Vocabulary**

- organize
- purpose
- audience
- chronological order
- sequential order
- cause/effect
- develop
- persuade
- entertain
- inform

**Spanish Cognates**

- organizar
- propósito
- orden cronológico
- orden secuencial
- cause / efecto
- persuadir
- entretener
- informar

**Anchor Standard**

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- informar

**Anchor Standard**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.2.5**

With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.

**Essential Skills and Concepts:**

- Organize thoughts and ideas
- Use brainstorming, webs, clusters to help generate ideas before writing
- Seek guidance from peers to help add language and ideas to writing
- Understand and use grammar and spelling conventions
- Edit for word usage and word choice to help strengthen details
- Revise sentences and/or paragraphs for clarity

**Question Stems and Prompts:**

- ✓ What will you use to help you organize your ideas?
- ✓ Can you create a graphic organizer/thinking map to help you sequence your ideas and events?
- ✓ Can you share with your partner what you plan to write?
- ✓ Does your partner have ideas that you can use?
- ✓ Have you completed your first draft?
- ✓ Can you re-write this so that the ideas/details are clearer?
- ✓ Is there a better way you could write your beginning?
- ✓ What is your topic sentence?
- ✓ Have you asked your partner to give you feedback about what you have written so far?
- ✓ Have you used your editing/proofreading checklist to help you make any changes?

**Academic Vocabulary**

- develop
- plan
- organize
- purpose
- editing
- revising
- proofreading
- feedback

**Spanish Cognates**

- desarrollar
- plan
- organizar
- propósito
- editar
- revisar

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**Anchor Standard**

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

**W.2.6**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Essential Skills and Concepts:**

- Have basic keyboarding skills
- Know how to use the following toolbar functions:
  - bold
  - underline
  - font style
  - font size
  - set margins
  - page orientation
- Have a system for saving and storing work until it is ready for publishing
- Know and use Internet tools such as: search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check
- Use programs such as Word, PowerPoint, and Publisher
- Know and use print commands
- Know how to work together

**Question Stems and Prompts:**

- ✓ Have you and your group decided what you will write about?
- ✓ How will you divide the work so that you all contribute to the project?
- ✓ Where will you save your work until you are ready to print?
- ✓ What program will you use to publish your work? Word? PowerPoint? etc.
- ✓ What online resources can you use to help write your paper?

**Academic Vocabulary**

- technology
- digital
- word processing
- copy and paste
- PowerPoint
- Google
- search engine
- toolbar
- spellcheck

**Spanish Cognates**

- tecnología
- digital
- procesamiento de textos
- copiar y pegar

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**Anchor Standard**

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**W.2.7**

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*).

**Essential Skills and Concepts:**

- Know how to select a topic that can be researched
- Understand how to use reference materials such as: encyclopedias, atlas, search engines or databases
- Understand how to use keywords for searching a topic
- Understand how to summarize information
- Know how to use graphic organizers or Thinking Maps to logically move through the research project
- Understand organizational structures that are used when writing a research report
- Know how to cite sources

**Question Stems and Prompts:**

- ✓ What is the topic of your report?
- ✓ Can you narrow your topic?
- ✓ What sources will you use to find information?
- ✓ What key words can you use to find your topic online?
- ✓ Where can you go to find more information?
- ✓ How will you give your sources credit?
- ✓ What is the page called where you will list your sources?
- ✓ How will your group divide the work?

**Academic Vocabulary**

- topic
- sources
- information
- key words
- online
- information
- credit
- cite
- bibliography
- citation page

**Spanish Cognates**

- tema
- información
- información
- crédito
- citar
- bibliografía
- página de citaciones

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**Anchor Standard**

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.2.8**

Recall information from experiences or gather information from provided sources to answer a question.

**Essential Skills and Concepts:**

- Know how to use search engines such as Goggle, Bing, etc.
- Know how to use the library to locate print resources such as encyclopedias, magazine, and books
- Understand how to summarize information
- Know how to organize information
- Understand how to sort information by categories
- Understand how to use note-taking strategies such as: index cards, notebooks, graphic organizers, or Thinking Maps

**Question Stems and Prompts:**

- ✓ What sources did you use to find your information?
- ✓ What sources did you find on an internet search?
- ✓ What sources did you find in a library search?
- ✓ How can you paraphrase this sentence?
- ✓ Can you write this sentence using your own words?
- ✓ Is this information important to your research?
- ✓ Can you use an organizer to help you group your ideas?

**Academic Vocabulary**

- sources
- list
- bibliography
- citation page
- cite
- note-taking
- paraphrase
- internet search
- library sources

**Spanish Cognates**

- lista
- bibliografía
- citar
- parafrasear

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Standard W.2.9 not applicable to second grade

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**Anchor Standard**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.2.10**

**Write routinely over extended time frames (*time for research, reflection, and revision*) and shorter time frames (*a single sitting or a day or two*) for a range of discipline-specific tasks, purposes, and audiences. CA**

**Essential Skills and Concepts:**

- Select appropriate writing topics
- Organize thoughts to focus on a topic
- Recognize the purpose for writing
- Know your audience
- Know how to research a topic using various sources
- Know how to conclude different types of writings
- Know that a research paper has an introduction, body, and conclusion
- Know that for writing a research project, you must include and cite various sources

**Question Stems and Prompts:**

- ✓ Write about . . . . .
- ✓ You will have \_\_\_\_\_ minutes to write about . . . .
- ✓ What will you do to plan your writing?
- ✓ Use your proofreading checklist when you are editing and revising.
- ✓ Re-read your writing or ask a partner to read it to see if there are additions you need to make.
- ✓ As you plan your paper, think about who your audience is, and why you are writing.
- ✓ How is writing a report different from writing a narrative?

**Academic Vocabulary**

- research
- report
- narrative
- reflection
- revise
- proofread
- edit
- audience
- proofreading
- checklist

**Spanish Cognates**

- reportaje
- narración
- reflexión
- revisar
- editar
- lista

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**Anchor Standard**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SL.2.1**

Participate in collaborative conversations with diverse partners about *grade 2 topics* and *text* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Essential Skills and Concepts:**

- Teacher models and instructs active listening and staying on topic
- Teacher models and instructs small and large group discussion
- Students will follow teacher directed rules for discussion
- Teacher models and instructs how to appropriately respond to group discussion
- Students will ask clarifying questions to elaborate on 2nd grade topics and/or text
- Know how to contribute to a conversation or discussion
- Be aware of topics/texts that are being discussed
- Know how to respond to the ideas of others in the group
- Use acceptable structures for building on the ideas of others
- Know how to express ideas that are similar or different from those already expressed

**Question Stems and Prompt:**

- ✓ Do you agree with your partner regarding the text? Why or why not? Please explain.
- ✓ Can you elaborate on your partners' comment? Please express your opinion.
- ✓ Is there anything you can add to your partner's comment?
- ✓ When given a prompt, students will use established rules for group discussion.
- ✓ When you work in your groups, remember to follow the rules for listening and speaking.
- ✓ I didn't understand; can you repeat that?

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**SL.2.1 – (Continued)****Academic Vocabulary**

- collaboration
- conversation
- discussion
- comments

**Spanish Cognates**

colaboración  
 conversación  
 discusión  
 comentarios

**SL.2.1 – (Continued)****Academic Vocabulary**

- collaboration
- conversation
- discussion
- comments

**Spanish Cognates**

colaboración  
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 comentarios

**Anchor Standard**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.2.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- a. **Give and follow three- and four-step oral directions. CA**

**Essential Skills and Concepts:**

- Recognize the main ideas presented in text
- Recognize supporting details
- Understand visual, oral, and digital informational formats
- Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources

**Question Stems and Prompts:**

- ✓ What was the main idea of the video? Can you discuss it with your partner?
- ✓ How did you decide this was the main idea?
- ✓ Using your own words, summarize the video with your partner?
- ✓ Can you explain this graph?
- ✓ This chart explains \_\_\_\_\_.
- ✓ Why is information put into charts or graphs?
- ✓ Can you think of any other information that could be graphed or charted?
- ✓ Can you describe the steps you followed?

**Academic Vocabulary**

- oral
- media
- video
- graphs
- graphics
- charts
- main idea
- supporting ideas
- summarize

**Spanish Cognates**

- los medios de comunicación
- vídeo
- gráficas
- gráficos
- idea principal
- resumir

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- graphics
- charts
- main idea
- supporting ideas
- summarize

**Spanish Cognates**

- los medios de comunicación
- vídeo
- gráficas
- gráficos
- idea principal
- resumir

**Anchor Standard**

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**SL.2.3**

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.

**Essential Skills:**

- Understand what is being said
- Ask important questions
- Answer important questions
- Ask for more information
- Realize that additional information is needed for understanding

**Question Stems and Prompts:**

- ✓ What did the speaker say?
- ✓ What was the most important part that you heard?
- ✓ What would you say if you didn’t understand the speaker?
- ✓ What would be one question that you could ask so you could find out more information?
- ✓ What was the most important detail?
- ✓ I didn’t understand; can you share some examples?
- ✓ Can you say that in a different way?

**Academic Vocabulary**

- speaker
- information
- important
- understand
- describe
- detail

**Spanish Cognates**

- información
- importante
- describir
- detalle

**Anchor Standard**

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**Spanish Cognates**

- información
- importante
- describir
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**Anchor Standard**

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**SL.2.4**

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA**

**Essential Skills:**

- Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps
- Understand organizational structure for presentation such as: chronologically, problem/solution, cause and effect, before and after
- Know that stories are organized with a beginning, a middle, and an end
- Understand that texts, or presentations, usually have a theme
- Know that reports have an introduction, body with supporting details, and a conclusion
- Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact

**Question Stems and Prompts:**

- ✓ What is the theme of your report or presentation?
- ✓ Did you write or present facts that were relevant?
- ✓ What descriptive words or language did you use?
- ✓ When you related the events, did they have a beginning, middle, and an end?
- ✓ Does the order of your presentation make sense?

**Academic Vocabulary**

- theme
- pace
- descriptive
- relate
- recount
- recall
- relevant

**Spanish Cognates**

tema

**Anchor Standard**

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- theme
- pace
- descriptive
- relate
- recount
- recall
- relevant

**Spanish Cognates**

tema

**Anchor Standard**

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.2.5**

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.

**Essential Skills:**

- Understand how to use audio equipment
- Understand voice, pitch and inflection
- Create visual displays such as legends, charts, graphs, and display boards
- Select stories or poems suitable for recording

**Question Stems and Prompts:**

- ✓ What is the theme of your presentation?
- ✓ What visuals will you use to enhance your presentation?
- ✓ Have you practiced your reading, emphasizing important words or points?
- ✓ How is your pacing?
- ✓ At what time in your presentation will you show your visuals?
- ✓ Do your visuals support your presentation theme?
- ✓ Have you chosen a book/poem to record? How did you decide?

**Academic Vocabulary**

- presentation
- display
- visual
- theme
- enhance
- emphasizing

**Spanish Cognate**

- presentación
- visual
- tema
- enfatizando

**Anchor Standard**

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**Anchor Standard**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SL.2.6**

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standard 1 and 3 for specific expectations.)

**Essential Skills:**

- Understand different levels of speech styles
- Recognize when formal or informal English is appropriate
- Understand that informal speech is used when talking to friends
- Use academic, content specific, vocabulary when presenting formally
- Use complete sentences in formal presentations
- Know that when constructing a formal response, Standard English grammar and language convention must be used

**Question Stems and Prompts:**

- ✓ Don't forget to use a complete sentence.
- ✓ Who is your audience?
- ✓ Would you use formal or informal English with this audience?
- ✓ Why would you use formal English?
- ✓ Why would you use informal English?
- ✓ What type of language do you use when talking to friends?
- ✓ What type of language do you use when giving a presentation?
- ✓ What is the specific vocabulary that relates to your topic?
- ✓ When will you use this specific vocabulary?

**Academic Vocabulary**

- audience
- formal English
- informal English
- presentation
- respond
- specific vocabulary

**Spanish Cognates**

- inglés formal
- inglés informal
- presentación
- responder
- vocabulario específico

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**Anchor Standard**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.2.1**

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- 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; The little boy watched the movie; The action movie was watched by the little boy*).
- Create readable documents with legible print. CA**

**Essential Skills and Concepts:**

- Know how to print legibly
- Understand that there are special words used to define a collection of objects, people, or things (group, herd, school, etc)
- Know how regular plurals are formed
- Distinguish between a regular/irregular plural
- Know that the subjects and predicates in a sentence can be moved and still make sense

**Question Stems and Prompts:**

- ✓ Listen as I read what you wrote. Did that sound right?
- ✓ Read what you wrote slowly. Did you write what you just said?
- ✓ Is there another word that would be specific?
- ✓ How might you write the plural of that word?
- ✓ Can you add adjectives to your sentence?
- ✓ Can you tell where the action happened?

**Academic Vocabulary**

- legible
- collective noun
- irregular verbs
- pronouns
- adjectives
- produce
- simple sentence
- compound sentence
- past tense

**Spanish Cognates**

- verbos irregulares
- pronombres
- adjetivos
- producir
- tiempo pasado

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**Anchor Standard**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.2.2**

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Essential Skills and Concepts:**

- Know the names of holidays that must be capitalized
- Understand that product names are words like Nike, Xerox, Hershey, etc.
- Know that names of countries, cities, states, lakes, and mountains are capitalized
- Understand how to use commas in greetings and closings of letters
- Understand that in a contraction, an apostrophe replaces missing letters
- Use spelling patterns, word roots, affixes, and syllable construction
- Use dictionaries, or digital media, to look for the correct spelling of a word

**Question Stems and Prompts:**

- ✓ What words in this sentence should be capitalized?
- ✓ Remember to capitalize the name of a place.
- ✓ What punctuation do you need to show something belongs to someone?
- ✓ When you combine two words to make a contraction, you need to add an apostrophe.
- ✓ What can you use to help you check your spelling?

**Academic Vocabulary**

- capital
- holidays
- product names
- apostrophe
- contractions
- greeting
- letter
- spelling patterns

**Spanish Cognates**

nombres del productos  
apóstrofo

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**Spanish Cognates**

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**Anchor Standard**

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**L.2.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

**Essential Skills and Concepts:**

- Understand basic punctuation rules
- Understand basic capitalization rules
- Understand basic grammar rules
- Recognize that words have differences, or shades of meaning
- Know that punctuation, like commas, exclamations, and question marks, can be used for effect
- Distinguish between situations that call for formal English and those where informal English is appropriate

**Question Stems and Prompts:**

- ✓ Have you determined the purpose for your speech/writing/presentation?
- ✓ Who will be your audience?
- ✓ Is the tone, or style, appropriate to your audience?
- ✓ Have you followed the rules of punctuation and grammar?
- ✓ Did you practice your presentation with your group, and did they provide you with feedback?
- ✓ In your group, did you talk about using precise language to convey your ideas?
- ✓ Did you use a thesaurus to locate other ways to say \_\_\_\_\_?
- ✓ Did you use quotes, questions, or exclamations to add importance to your writing/presentation?

**Academic Vocabulary**

- purpose
- presentation
- audience
- tone
- style
- punctuation
- grammar
- precise
- thesaurus
- quote
- speech

**Spanish Cognates**

- propósito
- presentación
- tono
- estilo
- puntuación
- gramática
- preciso
- tesauro
- cotización

**Anchor Standard**

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**Anchor Standard**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**L.2.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

- 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 in all content areas.

**Essential Skills and Concepts:**

- Understand context clues help provide clues to word or phrase meaning
- Identify the most common prefixes and roots
- Know how to use a textbook glossary
- Use a print or digital dictionary to locate definitions of key words or phrases
- Understand that sometimes two words can be combined to make a new word

**Question Stems and Prompts:**

- ✓ What strategies have you used to help you figure out what this word means?
- ✓ Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?
- ✓ Have you read the sentences around the word to help you determine what the word means?
- ✓ Can you go online and search for the meaning of the word?
- ✓ There are two meanings for this word. Can you use them to help you understand what the word means?

**Academic Vocabulary**

- multiply meaning
- precise
- definition

**Spanish Cognates**

- preciso
- definición

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**Academic Vocabulary**

- multiply meaning
- precise
- definition

**Spanish Cognates**

- preciso
- definición

**Anchor Standard**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

**Essential Skills and Concepts:**

- Understand literal and non-literal meanings
- Understand that words have shades or degrees of meaning
- Understand the connections between words and their use
- Understand shades of meaning, as it relates to state of mind, or degrees of certainty

**Question Stems and Prompts:**

- ✓ Where do you think the word *(quickly)* comes from?
- ✓ What is the author telling us when he used the word *spicy*?
- ✓ In what other context could this word be used?
- ✓ Without changing the meaning, what word could you add to make the sentence stronger?
- ✓ What word would best describe this character?
- ✓ What is the literal meaning of this sentence?
- ✓ What real-life connection can you make?
- ✓ Which word is the best to use so that we can really show what this is like?
- ✓ Let's make a list from \_\_\_\_ to \_\_\_\_ so that we can decide which word is best to use (Gradient Scale e.g., hot to cold; slow to fast; walk to run)

**Academic Vocabulary**

- shades of meaning
- literal meaning
- adjectives
- adverbs
- real life- connections
- context
- specific

**Spanish Cognates**

adjetivos  
adverbios  
  
contexto  
específico

**Anchor Standard**

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**Spanish Cognates**

adjetivos  
adverbios  
  
contexto  
específico

**Anchor Standard**

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**L.2.6**

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*).

**Essential Skills and Concepts:**

- Practice opportunities to hear words used in different contexts
- Acquire and use words that are basic to understanding a concept
- Determine which word best describes an action, emotion, or state of being
- Develop an amount of grade level academic words and phrases
- After hearing or reading a word in context, begin to use it in the spoken and written language

**Question Stems and Prompts:**

- ✓ Today our target word is \_\_\_\_\_. Look for a chance to use this word today.
- ✓ As part of your homework, I want you to look for the words that we have been studying.
- ✓ Can you think of a better word to use here?
- ✓ What would be a more precise word?
- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ What word would best describe \_\_\_\_\_?
- ✓ Can you restate this sentence using more precise words?
- ✓ Can you replace a word in this sentence with another word that is more precise or specific?

**Academic Vocabulary**

- academic
- specific
- general
- emotions
- actions
- precise
- shades of meaning

**Spanish Cognates**

- académico
- específico
- general
- emociones
- acciones
- preciso

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- After hearing or reading a word in context, begin to use it in the spoken and written language

**Question Stems and Prompts:**

- ✓ Today our target word is \_\_\_\_\_. Look for a chance to use this word today.
- ✓ As part of your homework, I want you to look for the words that we have been studying.
- ✓ Can you think of a better word to use here?
- ✓ What would be a more precise word?
- ✓ Without changing the meaning of the sentence, which word can best be used to replace the underlined part?
- ✓ What word would best describe \_\_\_\_\_?
- ✓ Can you restate this sentence using more precise words?
- ✓ Can you replace a word in this sentence with another word that is more precise or specific?

**Academic Vocabulary**

- academic
- specific
- general
- emotions
- actions
- precise
- shades of meaning

**Spanish Cognates**

- académico
- específico
- general
- emociones
- acciones
- preciso





