

**Focus Topic: RL – Reading Standards for Literature**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text	2.RL.1	What makes a complete sentence?	Letters form words that tell stories and give valuable information	Ongoing observation & questioning during class discussions
TSW recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	2.RL.2	How do settings, characters and plot help a reader to identify the problem?	Stories are made up of characters, events, and a setting	Performance tasks
TSW describe how characters in a story respond to major events and challenges	2.RL.3	How do you identify the main idea of a passage?	Illustrations help me understand the information in a book	Self-Assessment
TSW describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	2.RL.4	How can you identify supportive details in a passage?		Literature Connections
TSW describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	2.RL.5			Multiple Choice
TSW acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	2.RL.6			Projects
TSW use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	2.RL.7			Journal Writing
TSW compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures	2.RL.9			
TSW read and comprehend literature, including stories and poetry, in grade appropriate text complexity, with scaffolding as needed at the high end of the range	2.RL.10			

**Focus Topic: RI – Reading Standards for Informational Text**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text	2.RI.1	What is the difference between fantasy and reality?	Stories are made up of characters, events, and a setting	Ongoing observation & questioning during class discussions
TSW identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text	2.RI.2	How do you use the author's purpose to comprehend text?	Illustrations help a reader understand the information in a book	Performance tasks
TSW describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	2.RI.3	What techniques are used to predict the outcome of a story?	Comprehension of informational text is the vehicle for constructing knowledge	Self-Assessment
TSW determine the meaning of words and phrases in a text relevant to a grade appropriate topic or subject area	2.RI.4	How does comprehension of informational text contribute to lifelong learning?		Literature Connections
TSW 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	2.RI.5			Multiple Choice
TSW identify the main purpose of a text, including what the author wants to answer, explain, or describe	2.RI.6			Projects
TSW explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	2.RI.7			Journal Writing
TSW describe how reasons support specific points the author makes in a text	2.RI.8			
TSW compare and contrast the most important points presented by two texts on the same topic	2.RI.9			
TSW read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades appropriate text complexity band proficiently, with scaffolding as needed at the high end of the range	2.RI.10			

**Focus Topic: RF – Reading Standards: Foundational Skills**

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Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW know and apply grade-level phonics and word analysis skills in decoding words	2.RF.3	How do graphic organizers help us with reading?	Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text	Ongoing observation & questioning during class discussions
TSW distinguish long and short vowels when reading regularly spelled one-syllable words	2.RF.3.a	How do phonics rules affect my spelling and decoding of words?	Remembering key details helps a reader better understand what is read	Performance tasks
TSW know spelling-sound correspondences for additional common vowel teams	2.RF.3.b			Self-Assessment
TSW decode regularly spelled two-syllable words with long vowels	2.RF.3.c			Literature Connections
TSW decode words with common prefixes and suffixes	2.RF.3.d			Multiple Choice
TSW identify words with inconsistent but common spelling-sound correspondence	2.RF.3.e			Projects
TSW recognize and read grade-appropriate irregularly spelled words	2.RF.3.f			Journal Writing
TSW read with sufficient accuracy and fluency to support comprehension	2.RF.4			
TSW read on-level text with purpose and understanding	2.RF.4.a			
TSW read on-level text orally with accuracy, appropriate rate, and expression on successive readings	2.RF.4.b			
TSW use context to confirm or self-correct word recognition and understanding, rereading as necessary	2.RF.4.c			

**Focus Topic: W - Writing**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW 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., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section	2.W.1	Where can I get ideas for writing?	Understand that writing is a process	Ongoing observation & questioning during class discussions
TSW write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	2.W.2	How can ideas be organized in writing?	Understand what makes writing worth reading	Performance tasks
TSW 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	2.W.3	What are transition words and how are they used in writing?	Understand that writing is strengthened through revision	Self-Assessment
TSW focus on a topic and strengthen writing as needed by revising and editing	2.W.5	What is a descriptive paragraph?		Literature Connections
TSW use a variety of digital tools to produce and publish writing, including in collaboration with peers	2.W.6			Multiple Choice
TSW 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)	2.W.7			Projects
TSW recall information from experiences or gather information from provided sources to answer a question	2.W.8			Journal Writing

**Focus Topic: SL – Speaking & Listening**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups	2.SL.1	What is active listening?	A good listener pays attention to a speaker by demonstrating active listening skills	Ongoing observation & questioning during class discussions
TSW 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)	2.SL.1.a	How do we learn from listening?	Asking questions during discussions helps us to understand	Performance tasks
TSW build on others' talk in conversations by linking their comments to the remarks of others	2.SL.1.b	How do we present information effectively to an audience?		Self-Assessment
TSW ask for clarification and further explanation as needed about the topics and texts under discussion	2.SL.1.c	What are the benefits of active listening?		Literature Connections
TSW recount or describe key ideas or details from a text read aloud or information presented orally or through other media	2.SL.2			Multiple Choice
TSW 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.3			Projects
TSW tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	2.SL.4			Journal Writing
TSW create audio recordings of stories or poems	2.SL.5			
TSW add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	2.SL.5			
TSW produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	2.SL.6			

**Focus Topic: L - Language**

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	2.L.1	How does correct punctuation help the reader understand sentences?	Words powerfully affect meaning	Ongoing observation & questioning during class discussions
TSW use collective nouns (e.g., <i>group</i> )	2.L.1.a	How do phonics rules affect spelling and decoding in reading activities?	Readers use language structure to identify the intended meaning of words and phrases used in text	Performance tasks
TSW form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> )	2.L.1.b	What are some common sight words that are important to be able to spell?		Self-Assessment
TSW use reflexive pronouns (e.g., <i>myself, ourselves</i> )	2.L.1.c			Literature Connections
TSW form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> )	2.L.1.d			Multiple Choice
TSW use adjectives and adverbs, and choose between them depending on what is to be modified	2.L.1.e			Projects
TSW produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> )	2.L.1.f			Journal Writing
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	2.L.2			
TSW capitalize holidays, product names, and geographic names	2.L.2.a			
TSW use commas in greetings and closings of letters	2.L.2.b			
TSW use an apostrophe to form contractions and frequently occurring possessives	2.L.2.c			
TSW generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> )	2.L.2.d			

<b>Focus Topic: L – Language (continued)</b>				
<b>Objective(s)</b>	<b>Common Core Alignment</b>	<b>Essential Questions</b>	<b>Understandings</b>	<b>Suggested Assessments</b>
TSW consult reference materials, including beginning dictionaries, as needed to check and correct spellings	2.L.2.e			
TSW use knowledge of language and its conventions when writing, speaking, reading, or listening	2.L.3			
TSW compare formal and informal uses of English	2.L.3.a			
TSW determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from an array of strategies	2.L.4			
TSW use sentence-level context as a clue to the meaning of a word or phrase	2.L.4.a			
TSW determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> )	2.L.4.b			
TSW use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> )	2.L.4.c			
TSW use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> )	2.L.4.d			
TSW use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	2.L.4.e			
TSW demonstrate understanding of word relationships and nuances in word meanings	2.L.5			
TSW identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> )	2.L.5.a			
TSW distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> )	2.L.5.b			
TSW 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., <i>When other kids are happy that makes me happy</i> )	2.L.6			

**College and Career Readiness Anchor Standards for Reading (Grades K-8)**

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
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
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
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
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

## College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
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

## College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

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
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
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
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

**College and Career Readiness Anchor Standards for Language (Grades K-8)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
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
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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
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