













Grade: 2 Making the Grade on the  
*Florida Language Arts Standards (LAFS)*

**Strand: Reading Standards for Literature**







**Cluster 1: Key Ideas and Details**

Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.RL.1.1</u> Ask and answer <i>such</i> questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding about key details in a text.(2)</p>	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Answer questions (who, what, where, when, why, and how)</li> <li>• Understand which details are more important</li> <li>• Demonstrate how the key details support or move the story forward</li> </ul>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.1.1 - CPALMS Resource Page.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Story Element</li> <li>• Somebody-Wanted-But-So</li> <li>• Mood Faces</li> <li>• Mood Faces Blank</li> </ul>
<p><u>LAFS.2.RL.1.2</u> Recount stories, including <i>fables and folktales, from diverse cultures, and determine</i> their central message, lesson, or <i>moral</i>.(3)</p>	<ul style="list-style-type: none"> <li>• Recount stories, fables, and folktales (beginning by setting the scene {who, when, and where the event occurred}, giving details of sequence of events, using time connectives, and giving a closing statement)</li> <li>• Answer questions about the text</li> <li>• Determine the “big idea” about the central message, lesson, or moral of the story</li> </ul>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.1.2 - CPALMS Resource Page.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Somebody-Wanted-But-So</li> <li>• Traffic Light Sequencing</li> </ul>
<p><u>LAFS.2.RL.1.3</u> Describe <i>how</i> characters in a story respond to major events and challenges.(2)</p>	<ul style="list-style-type: none"> <li>• Understand sequence of events in a story</li> <li>• Identify major and minor events in a story</li> <li>• Identify major and minor characters in a story</li> <li>• Describe how characters face different events and challenges in a story</li> <li>• Understand that characters change as a result of what happens during the story</li> </ul>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.1.3 - CPALMS Resource Page.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Mood Faces</li> <li>• Mood Faces Blank</li> <li>• Problem Solution/ Problem Solution Two Sources</li> <li>• Author’s Toolbox for Bringing a Character to Life</li> </ul>

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Cluster 2: Craft and Structure		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.RL.2.4</u> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.(2)</p>	<ul style="list-style-type: none"> <li>Distinguish between words and phrases</li> <li>Distinguish the cadence of spoken language</li> <li>Distinguish between same and/or differing sounds in words</li> <li>Display ability to see and hear the pattern of the spoken language</li> <li>Know that alliteration means words start with the same or similar sounds</li> <li>Know that often authors repeat the same lines for emphasis or effect</li> </ul>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.2.4 - CPALMS Resource Page.docx         </div> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>Context Clues Chart</li> </ul>
<p><u>LAFS.2.RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.(2)</p>	<ul style="list-style-type: none"> <li>Understand story structure</li> <li>Understand that the beginning of a story introduces the characters and setting(s)</li> <li>Describe the actions that lead to the solution at the ending of the story</li> <li>Know that actions in the story help lead to a resolution</li> </ul>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.2.5 - CPALMS Resource Page.docx         </div> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>One Sentence Summary Frames</li> </ul>
<p><u>LAFS.2.RL.2.6</u> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.(2)</p>	<ul style="list-style-type: none"> <li>Identify and understand point of view</li> <li>Distinguish one character's point of view from another's</li> <li>Understand character's voice in literature</li> <li>Utilize prosody accurately when reading aloud</li> <li>Differentiate between characters' voices while reading aloud</li> <li>Use different voices for different characters (e.g., high, gruff, low, excited)</li> </ul>	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.2.6 - CPALMS Resource Page.docx         </div> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p>







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Cluster 3: Integration of Knowledge and Ideas		
Standards	Content Foci	Instructional Tools
LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.(2)	<ul style="list-style-type: none"> <li>Understand character, plot, and setting</li> <li>Analyze text information &amp; illustrations to understand character, setting, and/or plot</li> <li>Seek connection between illustrations and the words in a text</li> <li>Use opportunities to explore books, or stories, as digital text</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.3.7 - CPALMS Resource Page.docx         </div> </div> <p style="text-align: center;"><a href="#">McGraw-Hill Reading Wonders Resources</a></p>
LAFS.2.RL.3.8 – Not applicable to Literature.	N/A	N/A
LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.(3)	<ul style="list-style-type: none"> <li>Compare and contrast the same version of a story by different authors</li> <li>Compare and contrast selected text from different cultures</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.3.9 - CPALMS Resource Page.docx         </div> </div> <p style="text-align: center;"><a href="#">McGraw-Hill Reading Wonders Resources</a></p>
Cluster 4: Range or Reading and Level of Text Complexity		
Standards	Content Foci	Instructional Tools
LAFS.2.RL.4.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.(2)	<ul style="list-style-type: none"> <li>Comprehend literature in grade 2-3 complexity band</li> <li>Read independently and proficiently in grade 2-3 complexity band</li> <li>Read text with implicit and unconventional structures</li> <li>Read text with figurative, domain-specific, and academic vocabulary</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RL.2.4.10 - CPALMS Resource Page.docx         </div> </div> <p style="text-align: center;"><a href="#">McGraw-Hill Reading Wonders Resources</a></p>







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**Strand: Reading Standards for Informational Text**







**Cluster 1: Key Ideas and Details**

Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.RI.1.1</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.(2)</p>	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Answer who, what, where, when, why questions</li> <li>• Understand key details</li> <li>• Identify main ideas and key details within the text</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.1.1- CPALMS Resource Page.docx         </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.2.RI.1.2</u> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.(2)</p>	<ul style="list-style-type: none"> <li>• Identify main topic within a multi-paragraph text</li> <li>• Identify the topic sentence of each paragraph in a text</li> <li>• Determine how each paragraph supports the main topic being addressed by the author</li> <li>• Identify main ideas and key details in a multi-paragraph text</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.1.2 - CPALM Resource Page.docx         </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.2.RI.1.3</u> Describe the connection between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text.(3)</p>	<ul style="list-style-type: none"> <li>• Compare and contrast scientific ideas or concepts</li> <li>• Demonstrate understanding of the sequence of historical events – how one event led to the other</li> <li>• Comprehend and show understanding of the sequence of steps in a technical procedure</li> <li>• Comprehend the connections between scientific ideas/concepts</li> <li>• Describe how one event, a scientific idea/concept, or a step in a procedure influences another</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.1.3 - CPALMS Resource Page.docx         </div> </div> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>



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Cluster 2: Craft and Structure		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.RI.2.4</u> <i>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(2)</i></p>	<ul style="list-style-type: none"> <li>Determine the meaning of words in a text</li> <li>Use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas</li> <li>Understand that the meaning of a word will change based on the context in which it is used</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.2.4 - CPALMS Resource Page.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>Context Clues Chart</li> </ul>
<p><u>LAFS.2.RI.2.5</u> <i>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)</i></p>	<ul style="list-style-type: none"> <li>Identify text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indices</li> <li>Use text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indices to locate key information in text</li> <li>Demonstrate understanding of the role of text features in conveying key facts or information in the text</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.2.5 - CPALMS Resource Page.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>Informational Text Feature Chart</li> <li>Text Feature Analysis</li> <li>Text Feature Treasure Hunt</li> </ul>
<p><u>LAFS.2.RI.2.6</u> <i>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.(2)</i></p>	<ul style="list-style-type: none"> <li>Demonstrate understanding of author's intent</li> <li>Demonstrate understanding of the central ideas in the text in relationship to the author's intent</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.2.6 - CPALMS Resource Page.doc         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>Author's Purpose Chart</li> </ul>

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<b>Cluster 3: Integration of Knowledge and Ideas</b>		
<b>Standards</b>	<b>Content Foci</b>	<b>Instructional Tools</b>
<p><u>LAFS.2.RI.3.7</u> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.(2)</p>	<ul style="list-style-type: none"> <li>• Use pictures and diagrams to gather information for clarification of meaning</li> <li>• Know that illustrations help you understand more about the text and the person, place, thing, or idea the text is about</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.3.7 - CPALMS Resource Page.docx         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.2.RI.3.8</u> – Describe how an author uses reasons to support specific points in a text.(3)</p>	<ul style="list-style-type: none"> <li>• Identify an author’s main points</li> <li>• Know that authors use details to justify a point they have made</li> <li>• Know that authors use reasons to support a point they have made</li> <li>• Know that sometimes an author writes to share what he/she thinks</li> <li>• Understand that authors try to explain their thinking</li> <li>• Know that an author may have more than one reason to explain his/her thinking</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.3.8 - CPALMS Resource Page.docx         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Author’s Point of View Comparison Chart</li> </ul>
<p><u>LAFS.2.RI.3.9</u> – Compare and contrast the most important points presented by two texts on the same topic.(3)</p>	<ul style="list-style-type: none"> <li>• Analyze texts</li> <li>• Discriminate between important points and details</li> <li>• Identify the points the author is making</li> <li>• Identify the key details presented</li> <li>• Describe the similarities between both texts</li> <li>• Describe the differences between both texts</li> <li>• State the most important difference between the two texts</li> </ul>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             Sample Prompts and Scaffolds for CC         </div> <div style="text-align: center;">             RI.2.3.9 - CPALMS Resource Page.docx         </div> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>



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<b>Cluster 4: Range or Reading and Level of Text Complexity</b>		
<b>Standards</b>	<b>Content Foci</b>	<b>Instructional Tools</b>
<p><u>LAFS.2.RI.4.10</u> – <i>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.(2)</i></p>	<ul style="list-style-type: none"> <li>• Experience reading grade-level content-area texts</li> <li>• Read informational text independently and proficiently in grade 2-3 complexity band</li> <li>• Know how to use text features to help comprehend informational text</li> <li>• Read text with figurative, domain-specific, and academic vocabulary</li> </ul>	  Sample Prompts and Scaffolds for CC RI.2.4.10 - CPALMS Resource Page.docx  <a href="#">McGraw-Hill Reading Wonders Resources</a>

**Strand: Reading Standards: Foundational Skills**

<b>Cluster 1: Print Concepts</b>		
<b>Standards</b>	<b>Content Foci</b>	<b>Instructional Tools</b>
<p><u>LAFS.2.RF.1.1</u> <i>Not applicable in Grade 2.</i></p> <p>***Should your students need further instruction in Print Concepts refer to Grade K, LAFS.K.RF.1.1, and/or Grade: 1, LAFS.1.RF.1.1 standards.</p>	<p>N/A</p>	<p>N/A</p>
<b>Cluster 2: Phonological Awareness</b>		
<b>Standards</b>	<b>Content Foci</b>	<b>Instructional Tools</b>
<p><u>LAFS.2.RF.2.2</u> <i>Not applicable in Grade 2.</i></p> <p>***Should your students need further instruction in Phonological Awareness refer to Grade K, LAFS.K.RF.2.2, and/or Grade: 1, LAFS.1.RF.2.2 standards.</p>	<p>N/A</p>	<p>N/A</p>

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Cluster 3: Phonics and Word Recognition		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.RF.3.3</u> <i>Know and apply grade-level phonics and word analysis skills in decoding words.(1)</i></p> <p>a. <i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i></p> <p>b. <i>Know spelling-sound correspondences for additional common vowel teams.</i></p> <p>c. <i>Decode regularly spelled two-syllable words with long vowels.</i></p> <p>d. <i>Decode words with common prefixes and suffixes.</i></p> <p>e. <i>Identify words with inconsistent but common spelling-sound correspondences.</i></p> <p>f. <i>Recognize and read grade-appropriate irregularly spelled words.</i></p>	<ul style="list-style-type: none"> <li>• Understand that meaningful chunks can be added to words to change their meaning</li> <li>• Understand that prefixes are added to the beginning of the word</li> <li>• Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc.</li> <li>• Understand that suffixes are added to the ending of a word</li> <li>• Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word</li> <li>• Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc.</li> <li>• Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multi-syllabic words</li> <li>• Know and read, fluently, regularly spelled words</li> </ul>	<div style="text-align: center;">  <p>RF.2.3.3 - CPALMS Resource Page.doc</p> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Common Syllable Patterns</li> <li>• Steps of Making a Word Lesson</li> </ul>
Cluster 4: Fluency		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.RF.4.4</u> <i>Read with sufficient accuracy and fluency to support comprehension.(2)</i></p> <p>a. <i>Read on-level text with purpose and understanding.</i></p> <p>b. <i>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</i></p> <p>c. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>	<ul style="list-style-type: none"> <li>• Set a purpose for reading</li> <li>• Use expression when reading</li> <li>• Use strategies for self-correction</li> <li>• Skim text to check for understanding</li> <li>• Scan text to confirm understanding</li> <li>• Re-read for fluency and comprehension</li> <li>• Self-monitor for understanding</li> <li>• Read on-level text with expression</li> </ul>	<div style="text-align: center;">  <p>RF.2.4.4 - CPALMS Resource Page.doc</p> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p>





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**Strand: Writing Standards**



**Cluster 1: Text Types and Purposes**

Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.W.1.1</u> 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.(2)</p>	<ul style="list-style-type: none"> <li>• Understand the concept of having an opinion</li> <li>• Orally express an opinion and support that opinion with reasons</li> <li>• Write a brief opinion piece about a book or story, in which you state an opinion and provide reasons for that opinion</li> <li>• Write a brief opinion piece about a topic, in which you state an opinion and provide reasons for that opinion</li> <li>• Know how to group related information together</li> <li>• Know what linking words are and how to use them when moving from one reason to another</li> <li>• Know that conclusions should restate, or sum up, the writing and write a concluding statement/section</li> </ul>	<div style="text-align: center;">  <p>W.2.1.1 - CALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Characteristics of Genres</li> </ul>
<p><u>LAFS.2.W.1.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.(3)</p>	<ul style="list-style-type: none"> <li>• Know the difference between writing text to inform and text to explain</li> <li>• Know how to write a topic sentence</li> <li>• Know how to group related information together</li> <li>• Use facts and definitions to develop points within a topic</li> <li>• Use linking words and phrases to connect ideas</li> <li>• Know how to conclude by using a statement or explanation</li> </ul>	<div style="text-align: center;">  <p>W.2.1.2 - CALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Characteristics of Genres</li> </ul>
<p><u>LAFS.2.W.1.3</u> 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.(3)</p>	<ul style="list-style-type: none"> <li>• Know that a narrative tells a story</li> <li>• Decide who is telling the story (narrator)</li> <li>• Know how to move from one event to another</li> <li>• Develop characters through the use of actions, thoughts, and feelings</li> <li>• Understand how using time words moves the story forward</li> <li>• Recognize and use temporal words</li> <li>• Understand and use story elements in writing</li> <li>• Understand and use dialogue in writing</li> <li>• Provide a sense of closure to narrative</li> </ul>	<div style="text-align: center;">  <p>W.2.1.3 - CALMS Resource Page.doc</p> </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Characteristics of Genres</li> <li>• Story Elements</li> </ul>

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Cluster 2: : Production and Distribution of Writing		
Standards	Content Foci	Instructional Tools
<u>LAFS.2.W.2.4</u> <i>Not applicable to K-2.</i>	N/A	N/A
<u>LAFS.2.W.2.5</u> <i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(3)</i>	<ul style="list-style-type: none"> <li>• Use pre-writing techniques (such as brainstorming, mapping, clumping, listing, etc.) to help generate ideas</li> <li>• Develop a plan for writing to organize thoughts and ideas</li> <li>• Draft, keeping audience, purpose, and focus in mind</li> <li>• Seek guidance from peers to help add language and ideas to writing</li> <li>• Revise draft to strengthen writing as needed</li> <li>• Revise sentences and/or paragraphs for clarity</li> <li>• Revise for word usage and word choice to help strengthen details</li> <li>• Understand and use grammar and spelling conventions to edit writing</li> </ul>	 W.2.2.5 - CALMS Resource Page.doc  <u>McGraw-Hill Reading Wonders Resources</u>  <u>ELA Website:</u> <ul style="list-style-type: none"> <li>• Conferring with Student Writers</li> </ul>
<u>LAFS.2.W.2.6</u> <i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.(2)</i>	<ul style="list-style-type: none"> <li>• Use basic keyboarding skills to produce writing</li> <li>• Know how to use toolbar functions, such as:               <ul style="list-style-type: none"> <li>○ bold</li> <li>○ underline</li> <li>○ font style</li> <li>○ font size</li> <li>○ set margins</li> <li>○ page orientation</li> </ul> </li> <li>• Have a system for saving and storing work until it is ready for publishing</li> <li>• Know and use Internet tools such as: search engines (Google, Bing), online dictionaries and thesaurus, spell and grammar check</li> <li>• Use programs such as Word, PowerPoint, and Publisher</li> <li>• Know and use print commands</li> <li>• Know how to work together with peers in order to publish writing</li> </ul>	 W.2.2.6 - CALMS Resource Page.doc  <u>McGraw-Hill Reading Wonders Resources</u>  <ul style="list-style-type: none"> <li>• Digital Tools/Computer software programs</li> <li>• Web-based publishing programs</li> </ul> <u>ELA Website:</u> <ul style="list-style-type: none"> <li>• 5 Rules for Listening</li> <li>• Writing TAG</li> <li>• Primary Writing Rubric</li> </ul>

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Cluster 3: Research to Build and Present Knowledge		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.W.3.7</u> 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).(4)</p>	<ul style="list-style-type: none"> <li>• Know how to select a topic that can be researched</li> <li>• Understand how to use reference materials such as: encyclopedias, an atlas, search engines, or databases</li> <li>• Understand how to use keywords for searching a topic</li> <li>• Gather relevant information in connection with the topic being researched</li> <li>• Understand how to summarize information</li> <li>• Know how to use graphic organizers or Thinking Maps to logically move through the research project</li> <li>• Understand organizational structures that are used when writing a research report</li> <li>• Know how to cite sources</li> </ul>	 W.2.3.7- CALMS Resource Page.doc <a href="#">McGraw-Hill Reading Wonders Resources</a>
<p><u>LAFS.2.W.3.8</u> Recall information from experiences or gather information from provided sources to answer a question.(2)</p>	<ul style="list-style-type: none"> <li>• Understand the task in the question</li> <li>• Understand how to skim/scan text in order to gather information in order to answer question</li> <li>• Judge evidence</li> <li>• Understand how to sort information by categories</li> <li>• Understand how to use note-taking strategies such as: index cards, notebooks, graphic organizers, or Thinking Maps</li> <li>• Understand how to summarize information</li> <li>• Know how to organize information in order to respond to question</li> </ul>	 W.2.3.8- CPALMS Resource Page.doc <a href="#">McGraw-Hill Reading Wonders Resources</a>

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**Strand: Standards for Speaking and Listening**  
**Cluster 1: Comprehension and Collaboration**

Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.SL.1.1</u> <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.(3)</i></p> <p>a. Follow agreed-upon rules for discussions (e.g., <i>gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion</i>).</p> <p>b. Build on others' talk in conversations by <i>linking their comments to the remarks</i> of others.</p> <p>c. <i>Ask for clarification and further explanation as needed about the topics and texts under discussion.</i></p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>Models and offers explicit instruction on active listening skills and staying on topic</li> <li>Models appropriate participation in small and large group discussion</li> <li>Facilitates small and large group discussion</li> <li>Models and offers explicit instruction on how to respond appropriately during discussions</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussion</li> <li>Ask clarifying questions to elaborate on 2nd grade topics and/or text</li> <li>Know how to contribute to a conversation or discussion</li> <li>Are aware of topics/texts that are being discussed</li> <li>Know how to respond to the ideas of others in the group</li> <li>Use acceptable structures for building on the ideas of others</li> <li>Know how to express ideas that are similar or different from those already expressed</li> </ul>	 <p style="text-align: center;">SL.2.1.1 CPALMS Resource Page.doc</p> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>
<p><u>LAFS.2.SL.1.2</u> <i>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.(2)</i></p>	<ul style="list-style-type: none"> <li>Recognize the key ideas presented in text and be able to recount or describe them</li> <li>Recognize supporting details and be able to recount or describe them</li> <li>Understand visual, oral, and digital informational formats</li> <li>Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources</li> </ul>	 <p style="text-align: center;">SL.2.1.2 CPALMS Resource Page.doc</p> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>Media:</u></p> <ul style="list-style-type: none"> <li>NBC Learn</li> <li>Discovery Education</li> </ul>
<p><u>LAFS.2.SL.1.3</u> <i>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)</i></p>	<ul style="list-style-type: none"> <li>Understand what is being said</li> <li>Ask relevant questions</li> <li>Answer relevant questions</li> <li>Ask for more information</li> <li>Realize that additional information is needed for understanding</li> </ul>	 <p style="text-align: center;">SL.2.1.3 CPALMS Resource Page.doc</p> <p style="text-align: center;"><u>McGraw-Hill Reading Wonders Resources</u></p>



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Cluster 2: : Presentation of Knowledge and Ideas		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.SL.2.4</u> <i>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.(2)</i></p>	<ul style="list-style-type: none"> <li>• Tell a story</li> <li>• Include relevant descriptive details when telling a story</li> <li>• Know that stories are organized with a beginning, a middle, and an end</li> <li>• Recount an experience</li> <li>• Include appropriate facts and relevant descriptive details when recounting an experience</li> <li>• Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact</li> </ul>	<div style="text-align: center;">             SL.2.2.4 CPALMS            Resource Page.doc  <a href="#">McGraw-Hill Reading Wonders Resources</a> </div>
<p><u>LAFS.2.SL.2.5</u> <i>Create audio recordings of stories or poems; add drawings or other visual displays or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.(3)</i></p>	<ul style="list-style-type: none"> <li>• Understand how to use audio equipment</li> <li>• Understand voice, pitch, and inflection</li> <li>• Add visual displays such as drawings, diagrams, maps, legends, charts, or graphs to clarify ideas, thoughts, and feelings</li> <li>• Add recounts of experiences to clarify ideas, thoughts, and feelings</li> <li>• Select stories or poems suitable for recording</li> </ul>	<div style="text-align: center;">             SL.2.2.5 CPALMS            Resource Page.doc  <a href="#">McGraw-Hill Reading Wonders Resources</a> </div>
<p><u>LAFS.2.SL.2.6</u> <i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 2 Language Standards 1 and 3 for specific expectations.)(1)</i></p>	<ul style="list-style-type: none"> <li>• Recognize when formal or informal English is appropriate depending on task and situation</li> <li>• Use academic, domain-specific vocabulary when presenting formally</li> <li>• Use complete sentences</li> <li>• Know that when constructing a response, Standard English grammar and language convention must be used</li> </ul>	<div style="text-align: center;">             SL.2.2.6 CPALMS            Resource Page.docx  <a href="#">McGraw-Hill Reading Wonders Resources</a> </div>



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**Strand: Language Standards**



**Cluster 1: Conventions of Standard English**

Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.L.1.1</u> <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>(2)</p> <p>a. <i>Demonstrate legible printing skills.</i></p> <p>b. <i>Use collective nouns (e.g., group).</i></p> <p>c. <i>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i></p> <p>d. <i>Use reflexive pronouns (e.g., myself, ourselves).</i></p> <p>e. <i>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</i></p> <p>f. <i>Use adjectives and adverbs, and choose between them depending on what is to be modified.</i></p> <p>g. <i>Produce, expand, and rearrange complete simple and compound sentences (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</i></p>	<ul style="list-style-type: none"> <li>• Know how to print legibly</li> <li>• Understand that there are special words used to define a collection of objects, people, or things (<i>group, herd, school, etc</i>) and use these collective nouns.</li> <li>• Know that an irregular noun is a noun that becomes plural by changing its spelling in other ways than adding an “s” or “es” to the end of the word.</li> <li>• Use reflexive pronouns (e.g., <i>myself, ourselves</i>) correctly</li> <li>• Form and use the past tense of frequently occurring irregular verbs (<i>e.g., sat, hid, told</i>).</li> <li>• Know what adjectives and adverbs are, and choose between them depending on what is to be modified.</li> <li>• Know what simple and compound sentences are in order to produce, expand, and rearrange them</li> </ul>	<div style="text-align: center;">             L. 2. 1. 1 CPALMS            Resource Page.doc  <a href="#">McGraw-Hill Reading Wonders Resources</a> </div>
<p><u>LAFS.2.L.1.2</u> <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>(1)</p> <p>a. <i>Capitalize holidays, product names, and geographic names.</i></p> <p>b. <i>Use commas in greetings and closings of letters.</i></p> <p>c. <i>Use an apostrophe to form contractions and frequently occurring possessives.</i></p> <p>d. <i>Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→boil).</i></p> <p>e. <i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i></p>	<ul style="list-style-type: none"> <li>• Know the names of holidays that must be capitalized</li> <li>• Understand that product names are words like Nike, Xerox, Hershey, etc., and that these are capitalized</li> <li>• Know that names of countries, cities, states, lakes, and mountains are capitalized</li> <li>• Understand how to use commas in greetings and closings of letters and use them appropriately</li> <li>• Understand that in a contraction, an apostrophe replaces missing letters</li> <li>• Understand that an apostrophe is used to identify possessives</li> <li>• Use spelling patterns, word roots, affixes, and syllable construction</li> <li>• Use dictionaries or digital media to look for the correct spelling of a word</li> </ul>	<div style="text-align: center;">             L. 2. 1. 2 CPALMS            Resource Page.doc  <a href="#">McGraw-Hill Reading Wonders Resources</a> </div>

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Cluster 2: Knowledge of Language		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.L.2.3</u> <i>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i>(2)</p> <p>a. <i>Compare formal and informal uses of English.</i></p>	<ul style="list-style-type: none"> <li>• Understand and use basic punctuation rules when writing, speaking, reading, or listening</li> <li>• Understand and use basic capitalization rules when writing, speaking, reading, or listening</li> <li>• Understand and use basic grammar rules when writing, speaking, reading, or listening</li> <li>• Know that punctuation, like commas, exclamations, and question marks, can be used for effect</li> <li>• Distinguish between situations that call for formal English and those where informal English is appropriate</li> </ul>	<div style="text-align: center;">  <p>L. 2. 2. 3 CPALMS Resource Page.doc</p> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p>
Cluster 3: Vocabulary Acquisition and Use		
Standards	Content Foci	Instructional Tools
<p><u>LAFS.2.L.3.4</u> <i>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.</i>(2)</p> <p>a. <i>Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p>b. <i>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i></p> <p>c. <i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additionally).</i></p> <p>d. <i>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i></p> <p>e. <i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i></p>	<ul style="list-style-type: none"> <li>• Understand that context clues help provide clues to word or phrase meaning and use these to help determine meaning of a word or phrase</li> <li>• Identify the most common prefixes and roots</li> <li>• Understand how meaning changes when a prefix is added to a word</li> <li>• Use knowledge of root word meanings to help determine the meaning of unknown words</li> <li>• Understand that sometimes two words can be combined to make a new word</li> <li>• Know how to use a textbook glossary</li> <li>• Use a print or digital dictionary to locate definitions of key words or phrases</li> </ul>	<div style="text-align: center;">  <p>L. 2. 3. 4 CPALMS Resource Page.doc</p> </div> <p><a href="#">McGraw-Hill Reading Wonders Resources</a></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Context Clues Chart</li> </ul>

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<p><u>LAFS.2.L.3.5</u> <i>Demonstrate understanding of word relationships and nuances in word meanings.</i>(3)</p> <p>a. <i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</i></p> <p>b. <i>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</i></p>	<ul style="list-style-type: none"> <li>• Understand literal and non-literal meanings</li> <li>• Understand that words have shades or degrees of meaning</li> <li>• Understand the connections between words and their use</li> <li>• Understand shades of meaning, as it relates to state of mind, or degrees of certainty</li> </ul>	<div style="text-align: center;">   L. 2. 3. 5 CPALMS  Resource Page.doc </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p> <p><u>ELA Website:</u></p> <ul style="list-style-type: none"> <li>• Multiple Meaning Words</li> <li>• Feeling Tone Words</li> </ul>
<p><u>LAFS.2.L.3.6</u> <i>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).</i>(1)</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Provide opportunities to hear words used in different contexts</li> </ul> <p>Student:</p> <ul style="list-style-type: none"> <li>• Acquire and use words that are basic to understanding a concept</li> <li>• Determine which word best describes an action, emotion, or state of being</li> <li>• Develop a mental bank of grade level academic words and phrases</li> <li>• After hearing or reading a word in context, begin to use it in the spoken and written language</li> </ul>	<div style="text-align: center;">   L. 2. 3. 6 CPALMS  Resource Page.doc </div> <p><u>McGraw-Hill Reading Wonders Resources</u></p>