



English Language Arts Bookmarks

*Standards Reference to Support
Planning and Instruction*
<http://commoncore.tcoe.org>



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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Spanish Cognates

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- determiner
- mensaje central
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- secuencia
- problema

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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Academic Vocabulary

- describe
- major event
- minor event
- major/minor characters
- 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

Anchor Standard

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Academic Vocabulary

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

Spanish Cognates

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

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

Anchor Standard

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- analyze
- text
- paragraph
- section
- chapter

Spanish Cognates

- analizar
- 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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- distinguish
- point of view
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Spanish Cognate

- distinguir
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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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Academic Vocabulary

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- 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

Anchor Standard

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Spanish Cognates

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

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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Anchor Standard

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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
- detalle
- texto
- pasaje

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- pasaje

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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Academic Vocabulary

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

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

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- contrast
- sequence
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- technical
- scientific
- timeline

Spanish Cognates

- comparar
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- secuencia
- histórico
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- 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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Academic Vocabulary

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Spanish Cognates

- subpartida
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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

Anchor Standard

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Academic Vocabulary

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

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
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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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Academic Vocabulary

- reasons
- justify
- explain
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- support
- main purpose

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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Spanish Cognates

- comparar
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- ilustraciones
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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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- ilustraciones
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- texto
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- texto informativo

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**

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- 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-sílaba
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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- auto-monitor

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

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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

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Spanish Cognates

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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
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Spanish Cognates

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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

Standard W.2.9 not applicable to second grade

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Standard W.2.9 not applicable to second grade

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	Spanish Cognates
<ul style="list-style-type: none">• collaboration• conversation• discussion• comments	<ul style="list-style-type: none">colaboraciónconversacióndiscusióncomentarios

SL.2.1 – (Continued)

Academic Vocabulary	Spanish Cognates
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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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- ☐ 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

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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- information
- important
- understand
- describe
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Spanish Cognates

- información
- importante
- describir
- detalle

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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Academic Vocabulary

- 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

ênfatizando

Anchor Standard

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Spanish Cognate

presentación

visual

tema

ênfatizando

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

Spanish Cognates

- inglés formal
- inglés informal
- presentación
- responder
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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.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. 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*).
- g. **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

Anchor Standard

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

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Spanish Cognates

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- tiempo pasado

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

Anchor Standard

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Academic Vocabulary

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- greeting
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Spanish Cognates

nombres del productos
apóstrofo

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

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.

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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

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.

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- adjectives
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- specific

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

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

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