

Grade Level/ Course: GradeTwo

2nd Grade

Approved May 30, 2012

English Language Arts

CCR: 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.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 2	Standard #: 1
Standard: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key details in text Describe key details of the text using who, what, where, when, why and how	Determine the answers of literary text using who, what, where, when, why and how		

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development, summarize key supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 2	Standard #: 2
Standard: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify fables and folktales from diverse cultures	Recount details of a story (e.g., fables and folktales)		
Define diverse cultures	Determine the message, lesson or moral of a story (e.g., fables and folktales)		
Recall details from stories (e.g., fables and folktales)			

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: 2	Standard #: 3
Standard: Describe how characters in a story respond to major events and challenges.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define: character major events Identify major events or challenges of story	Describe how characters respond to major events and challenges		

English Language Arts

CCR: 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.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 2	Standard #: 4
Standard: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: rhyming words alliteration and other types of figurative language Recognize regular beats and repeated lines in a: story poem song Recognize rhythm within a: story poem song	Describe how words and phrases supply rhythm or impact meaning, in a : story poem song		

English Language Arts

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts (e.g., a section, chapter, scene or a stanza) relate to each other and the whole.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: 2	Standard #: 5
Standard: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the structure of the story Describe: how the beginning introduces the story the action that takes place in the middle of the story how the ending concludes the action			

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Literature	Cluster: Craft & Structure	Grade: 2	Standard #: 6
Standard: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: characters traits of each character Define point of view Recognize dialogue to determine who is speaking	Analyze character to know what type of voice to use when speaking the part Determine differences in each character’s point of view	Read the dialogue in text using appropriate voices for different characters	

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: 2	Standard #: 7
Standard: Use information gained from the illustrations and words used in a print or digital text to demonstrate understanding of its characters, setting, or plot.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify plot Recognize digital text Obtain information from illustrations and words in various types of text	Explain: characters setting plot obtained from illustrations and words in print Understand: characters setting plot obtained from illustrations and words in digital text		

English Language Arts

CCR: 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.			
Strand: Reading Literature	Cluster:	Grade: 2	Standard #: 8
Standard: Not applicable to literature			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Literature	Cluster: Integration of knowledge and Ideas	Grade: 2	Standard #: 9
Standard: Compare and contrast two or more versions (e.g., Cinderella stories) of the same story by different authors from different cultures.			
Type: _____Knowledge <u> X </u>Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recall details and events from two or more versions of a story by different authors Identify characters of two or more versions of a story by different authors	Compare and contrast two or more versions of the same story by different authors representing different cultures		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Literature	Cluster: Range of Reading and Level of Text Complexity	Grade: 2	Standard #: 10
Standard: 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.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in literary text (stories and poetry): key ideas and details craft and structure integration of knowledge and ideas at appropriate complexity Qualitative, Quantitative, Readers and task) as seen in 1-9 with scaffolding as needed	Comprehend independently in literary text (stories and poetry): key ideas and details craft and structure integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative, and Readers and task) as seen in 1-9 with scaffolding as needed		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 2	Standard #: 1
Standard: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key details in an informational text Describe key details in an informational text using the questions who, what, when, where, why and how	Determine the answers to questions about informational text using the questions who, what, when, where, why and how		

English Language Arts

CCR: Determine central ideas of a theme of a text and analyze their development, summarize the key supporting details and ideas.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 2	Standard #: 2
Standard: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize the main topic of multi-paragraph informational text Identify the focus of specific paragraphs that support the main topic of a text			

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: 2	Standard #: 3
Standard: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: the historical events that occurred in a text scientific ideas or concepts that occur in a text the steps in a procedure	Describe the connection that occurs in a text between a series of: historical events scientific ideas or concepts the steps from a procedure		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 2	Standard #: 4
Standard: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.			
Type: _____Knowledge <u> X </u>Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify words and phrases in a text relevant to a grade 2 topic or subject area	Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 2	Standard #: 5
Standard: Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts and information in a text efficiently.			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Determine how readers use different text features Identify various text features Use various text features to locate key facts or information in a text			

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: 2	Standard #: 6
Standard: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the author’s purpose Identify the main idea Identify what the author wants to answer, explain or describe			

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 2	Standard #: 7
Standard: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify images in an informational text Understand the terms: explain contribute clarify	Discuss how specific images add to and clarify informational text		

English Language Arts

CCR: 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.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 2	Standard #: 8
Standard: Describe how reasons support specific points the author makes in a text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the key points in a text Identify details that support key points	Describe how reasons support the author’s specific points		

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: 2	Standard #: 9
Standard: Compare and contrast the most important points presented by two texts on the same topic.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the important points presented in two informational texts on the same topic	Compare the important points in two informational texts on the same topic Contrast the important points in two informational texts on the same topic		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Informational Text	Cluster: Range of Reading and Level of Text Complexity	Grade: 2	Standard #: 10
Standard: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the 2-3 text complexity bands proficiently, with scaffolding as needed at the high end of the range.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify/understand in an informational text: key ideas and details craft and structure integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently	Comprehend independently in an informational text: key Ideas and details craft and structure integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently		

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster:	Grade: 2	Standard #: 1
Standard: N/A			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster:	Grade: 2	Standard #: 2
Standard: N/A			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: None			
Strand: Reading: Foundational Skills	Cluster: Phonics and Word Recognition	Grade: 2	Standard #: 3
Standard: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Know grade-level phonics and word analysis skills in decoding words Recognize the rules for short and long vowel sounds Identify long vowel and short sounds in one-syllable words Identify long and short sounds made by vowel teams	Apply grade-level phonics and word analysis skills in decoding words	Read grade-appropriate irregularly spelled words	

<p>Know the rules for long vowels in two-syllable words</p> <p>Read two-syllable words with long vowel sounds</p> <p>Recognize a prefix and a suffix in words</p> <p>Read common prefixes and suffixes</p> <p>Read words with common prefixes and suffixes</p> <p>Recognize that some words have inconsistent spelling-sound correspondence (e.g., <i>cow</i>, <i>row</i>, <i>bow</i>, or <i>pint</i>, <i>mint</i>)</p>			
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CCR: N/A			
Strand: Reading Foundational Skills	Cluster: Fluency	Grade: 2	Standard #: 4
Standard: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and understand foundational skills for Reading standards #1-3 To support comprehension: identify the purpose and understanding of text identify oral reading with accuracy, appropriate rate, and expression on successive readings identify rereading, when necessary, as a strategy when confirming or self-correcting words in text	Apply foundational skills reflected in standards #1-3 To support comprehension: determine the purpose for reading on-level text apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings confirm or self correct word recognition and understanding by using context	To support comprehension: read on-level text fluently and accurately reread with fluency as necessary Read with: accuracy appropriate rate expression on successive readings	

- understand how context can help to confirm or self correct word recognition

English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 2	Standard #: 1
Standard: Write opinion pieces in which the introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify a topic or title of a book to write about Recognize what an opinion is Recognize and define: opinions concluding sections or statements linking words (e.g., because, and, also)	Formulate and articulate an opinion about a text or topic Generate supporting reasons for stated opinions Organize writing to: introduce support conclude Link ideas with effective words in order to connect opinions and reasons		Write an opinion piece which: introduces the topic or book states an opinion supplies at least 2 supporting reasons for the opinion uses effective words to link opinions and reasons provides a concluding statement or section

English Language Arts

CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: 2	Standard #: 2
Standard: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.			
Type: _____Knowledge _____Reasoning _____Performance Skill _____X_____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize an: informative text explanatory text Identify: topic sentences facts definitions concluding statement	Use facts and definitions appropriately to develop points Determine an appropriate concluding statement or section		Write an informative/explanatory text that: focuses on a specific topic uses facts and definitions to develop the topic includes a concluding statement or section

English Language Arts

CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Strand: Writing	Cluster: Text Types & Purposes	Grade: 2	Standard #: 3
Standard: 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.			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ X _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: components of narrative including beginning and ending sequence of events details related to event temporal words	Choose relevant details that correspond to a chosen event Reflect on identified event Apply appropriate temporal words in order to signal change of events in narrative. Create relevant and elaborated details to support events of narrative		Write a narrative that: recounts a well-elaborated event or short sequence of events includes supporting details, temporal words, and a sense of closure.

English Language Arts

CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	Cluster: Production and Distribution in Writing	Grade: 2	Standard #: 4
Standard: (Begins in grade 3)			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
Strand: Writing	Cluster: Production and Distribution of Writing	Grade: 2	Standard #: 5
Standard: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
Type: _____Knowledge <u> X </u>Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support from adults and peers, students recognize how to: focus on a topic revise and edit	With guidance and support from peers and adults, students strengthen writing as needed by: revising editing		

English Language Arts

CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Strand: Writing	Cluster: Production & Distribution of Writing	Grade: 2	Standard #: 6
Standard: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support: use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools)	With guidance and support: choose digital tools for producing and publishing writing	With guidance and support: use technology to produce and publish writing individually and with peers	

English Language Arts

CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 2	Standard #: 7
Standard: 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).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply sources and tools to conduct shared research on a single topic	Organize relevant information on a topic (e.g., share information, produce a report) Participate in shared research and writing projects		

English Language Arts

CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of source, and integrate the information while avoiding plagiarism.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 2	Standard #: 8
Standard: Recall information from experiences or gather information from provided sources to answer a question.			
Type: _____Knowledge <u> X </u>Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recall information Gather information from sources	Answer a question: recalling information from experiences using information from a provided source or multiple sources		

English Language Arts

CCR: Draw evidence from literary or informational texts to support analysis, reflection, and research			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: 2	Standard #: 9
Standard: Begins in grade 4			
Type: _____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: 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.			
Strand: Writing	Cluster: Range of Writing	Grade: 2	Standard #: 10
Standard: (Begins in grade 3)			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: 2	Standard #: 1
Standard: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> 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. 			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify ideas from second grade topics and texts Identify agreed-upon rules for discussion Recognize how others: listen ask questions on topics move conversations along	Formulate comments and questions appropriate to the topic of discussion Determine if agreed-upon discussion rules are being followed	Participate in conversations about grade 2 topics and texts Follow agreed-upon rules for discussion Connect comments to the comments of others Ask questions to better understand topics and text	

English Language Arts

CCR: Integrate and evaluate information presented in diverse media in formats, including visually, quantitatively, and orally.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 2	Standard #: 2
Standard: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recount key ideas and/or details: from a text read aloud from information presented orally through other media Describe key ideas or details from : a text read aloud information presented orally through other media			

English Language Arts

CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: 2	Standard #: 3
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify a speaker’s topic or issue Identify situations where: information is needed understanding could be deepened comprehension needs to be clarified about what a speaker says	Formulate appropriate questions about what a speaker says in order to: clarify comprehension gather additional information deepen understanding of a topic or issue Formulate appropriate answers to questions about what a speaker says in order to: clarify comprehension provide additional information deepen understanding of a topic or issue	Ask and answer questions about what a speaker says in order to: clarify comprehension gather additional information deepen understanding of a topic or issue.	

English Language Arts

CCR: 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.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 2	Standard #: 4
Standard: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			
Type: _____Knowledge _____Reasoning <u> X </u>Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: appropriate facts relevant, descriptive details Identify and recall an experience Recognize what constitutes a coherent sentence Recognize what constitutes an adequate audible volume	Determine: appropriate facts relevant, descriptive details Formulate coherent sentences	Tell a story or recount an experience aloud, with: appropriate facts relevant, descriptive details speaking audibly in coherent sentences	

English Language Arts

CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 2	Standard #: 5
Standard: 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.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize an audio recording Recount an experience Create an audio recording	Determine when it's appropriate to clarify: ideas thoughts feelings with drawings or other visual displays Clarify ideas, thoughts, feeling by adding drawings/visual displays	Create audio recordings of stories or poems Add drawings/visual displays to: stories experiences	

English Language Arts

CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: 2	Standard #: 6
Standard: 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.)			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize complete sentences: in writing when spoken Identify audience Recognize: task situation (The underpinning knowledge targets are found in Language Standards 1 and 3)	Differentiate when situation calls for speaking in complete sentences Interpret requested detail or clarification Formulate a response	Speak in complete sentences when appropriate to task and situation Respond to answer questions or to clarify	

English Language Arts

CCR: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 2	Standard #: 1
<p>Standard: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)</p>			
<p>Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product</p>			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify collective nouns Recognize: irregular plural nouns reflexive pronouns Know past tense forms of irregular verbs Identify adjectives and adverbs	Demonstrate command of the conventions of standard English grammar and usage when writing: use collective nouns form irregular plural nouns use reflexive pronouns use past tense of irregular verbs choose between adjectives and adverbs	Demonstrate command of the conventions of grammar and usage when speaking: use collective nouns form and use frequently occurring irregular plural nouns use reflexive pronouns form and use the past tense of frequently occurring irregular verbs	

	rearrange complete simple and compound sentences	use adjectives and adverbs, and choose between them depending on what is to be modified produce, expand, and rearrange complete simple and compound sentences	
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CCR: Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.			
Strand: Language	Cluster: Conventions of Standard English	Grade: 2	Standard #: 2
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closing of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g. cage to badge, boy to boil) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 			
Type: <input checked="" type="checkbox"/> Knowledge <input type="checkbox"/> Reasoning <input type="checkbox"/> Performance Skill <input type="checkbox"/> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct : capitalization punctuation spelling when writing Capitalize: holidays product names geographic names Use commas: in greetings closing of letters			

<p>Use an apostrophe to form: contractions frequently occurring possessives</p> <p>Use spelling rules and patterns</p> <p>Use reference materials, including beginning dictionaries, as needed to check and correct spelling</p>			
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CCR: 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.			
Strand: Language	Cluster: Knowledge of Language	Grade: 2	Standard #: 3
Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Compare formal and informal uses of English.			
Type: _____Knowledge _____Reasoning <u> X </u>Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize conventions of language for: writing speaking reading listening Identify conventions of language for: formal use of English informal use of English	Use knowledge of language when: writing speaking reading Use knowledge of language conventions when: writing reading listening Compare: formal use of English informal use of English	Use: knowledge of language when speaking knowledge of language conventions when speaking	

CCR: 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.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 2	Standard #: 4
Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. <ol style="list-style-type: none"> 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., <i>happy/unhappy, tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: context clues within sentences and know how to use these to construct meaning of unknown or multiple meaning words meaning of common grade appropriate prefixes and new words formed with them (e.g., <i>happy/unhappy, tell/retell</i>)	Apply knowledge of common root words to problem solve novel words with same root (e.g., <i>addition, additional</i>) Predict the meaning of compound words by using meaning of individual parts (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>)		

<p>grade appropriate root words and their meanings compound words and define individual words within the compound word</p> <p>Use:</p> <p>print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases</p> <p>digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases</p> <p>Apply ABC order to appropriate resources</p>	<p>Choose to use a glossary or dictionary (print or digital) to determine or clarify meaning of an unknown word</p> <p>Determine or clarify meaning of unknown or multiple-meaning words and phrases</p> <p>Choose flexibly from an array of vocabulary strategies</p>		
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CCR: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 2	Standard #: 5
Standard: 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).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Demonstrate understanding: word relationships nuances in word meanings Identify : verbs adjectives Identify real life connections between words and their use	Distinguish meaning between closely related: verbs adjectives		

CCR: 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.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: 2	Standard #: 6
Standard: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. <i>When other kids are happy that makes me happy</i>).			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Use words and phrases acquired through: conversations reading being read to responding to texts Identify and use: adjectives adverbs	Distinguish between words and phrases acquired through: conversations reading being read to responding to texts Determine when an adjective or adverb should be used to describe		

	Use words and phrases, including adjectives and adverbs, acquired through: conversations reading being read to responding to texts accurately and appropriately		
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