



**2017 - 2018**



**Grade 2**  
**LANGUAGE ARTS**  
**Curriculum Map**

Volusia County Schools

Language Arts Florida Standards

# Preface

**K-2 Integrated Literacy Block**

**Standards (organized by clusters)**

**Question Stems**

## **K-2 Integrated Literacy Block**

### **150 Minutes**

According to the K-12 Reading Plan, elementary schools must offer daily instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. Organization of the instructional blocks below should be based on classroom needs.

### **90 Minute Uninterrupted Literacy Instruction**

*Language Arts Florida Standards (LAFS) Strands:  
Reading Standards for Literature,  
Reading Standards for Informational Text, Writing Standards, Speaking & Listening*

#### **Whole & Collaborative Group**

*(Includes Content Area Literacy)*

Explicit instruction in reading, writing, speaking and listening

**(District Created ELA Modules)**

#### **Small Group**

Differentiated instruction that addresses student needs and allows for frequent progress monitoring to measure student growth

### **Differentiated Foundational Skills Instruction**

**30 Minutes**

**SIPPS**

Explicit Instruction in foundational skills based on initial placement and subsequent progress monitoring within the program (Walk-To Model)

### **Writing**

**30 Minutes**

Explicit instruction in narrative, informative and opinion writing

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Reading Foundational Skills  <b>Cluster: Phonics and Word Recognition</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ol> <p><b>Academic Language:</b> decode, long vowels, short vowels, vowel team, syllable, prefix, suffix, spelling pattern, irregularly spelled words</p>	<b>LAFS.2.RF.3.3</b> <b>LAFS.2.RF.3.3a</b> <b>LAFS.2.RF.3.3b</b> <b>LAFS.2.RF.3.3c</b> <b>LAFS.2.RF.3.3d</b> <b>LAFS.2.RF.3.3e</b> <b>LAFS.2.RF.3.3f</b>
Strand: Reading Foundational Skills  <b>Cluster: Fluency</b>	Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><b>Academic Language:</b> fluency, accuracy, rate, voice, expression, context clues</p>	<b>LAFS.2.RF.4.4</b> <b>LAFS.2.RF.4.4a</b> <b>LAFS.2.RF.4.4b</b> <b>LAFS.2.RF.4.4c</b>

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Reading Literary Text:  <b>Cluster: Key Ideas and Details</b>	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide questions and/or answers that show understanding of key details in a text, including answers to such questions as <i>who, what, where, when, why, and how</i>.</li> </ul> <b>Academic Language:</b> text, key details, literature, supporting details	LAFS.2.RL.1.1
	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a recounting of stories, including fables, folktales and folktales from diverse cultures.</li> <li>provide an identification of the central message, lesson or moral in a text.</li> </ul> <b>Academic Language:</b> recount, central message, moral, lesson, fables, folktales	LAFS.2.RL.1.2
	Describe how characters in a story respond to major events and challenges. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a description of how characters in a story respond to major events.</li> <li>provide a description of how characters in a story respond to challenges.</li> </ul> <b>Academic Language:</b> character, events, challenges, major events	LAFS.2.RL.1.3
Strand: Reading Informational Text  <b>Cluster: Key Ideas and Details</b>	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide questions and answers to questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</li> </ul> <b>Academic Language:</b> key details, informational text	LAFS.2.RI.1.1
	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide an identification of the main topic of a multi-paragraph text.</li> <li>provide an identification of the focus of specific paragraphs within a multi-paragraph text.</li> </ul> <b>Academic Language:</b> main topic, main topic, focus, paragraph	LAFS.2.RI.1.2
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a description of the connection between a series of <b>historical events</b> in a text.</li> <li>provide a description of the connection between a series of <b>scientific concepts or steps in technical procedures</b> in a text.</li> </ul> <b>Academic Language:</b> description, historical events, scientific ideas, concepts, connection, technical procedures, process	LAFS.2.RI.1.3

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic <i>Language</i>	Standards Number
Strand: Reading Literary Text  <b>Cluster: Craft and Structure</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a description of how words and phrases supply rhythm and meaning in a story, poem, or song.</li> </ul> <b>Academic Language:</b> words, phrases, beats, alliteration, rhymes, repeated lines, rhythm	LAFS.2.RL.2.4
	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action.</li> </ul> <b>Academic Language:</b> story structure, character, setting, action, events, introduce	LAFS.2.RL.2.5
	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a statement about the differences in the points of view of characters.</li> <li>speak in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters.</li> </ul> <b>Academic Language:</b> point of view, characters, dialogue	LAFS.2.RL.2.6
Strand: Reading Informational Text  <b>Cluster: Craft and Structure</b>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate the ability to determine the meaning of words or phrases in a text relevant to grade 2 topic or subject area.</li> </ul> <b>Academic Language:</b> words, phrases, topic	LAFS.2.RI.2.4
	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. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.</li> </ul> <b>Academic Language:</b> text features, caption, bold print, subheading, glossary, index, electronic menu, icon, facts	LAFS.2.RI.2.5
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide an identification of the main purpose of a text, including what the author wants to answer, explain, or describe.</li> </ul> <b>Academic Language:</b> purpose, inform, explain, describe	LAFS.2.RI.2.6

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Reading Literary Text:  <b>Cluster: Integration of Knowledge and Ideas</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text.</li> </ul> <b>Academic Language:</b> illustrations, digital text, character, setting, event, plot	LAFS.2.RL.3.7
	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a comparison and contrast of two or more versions of the same story written by different authors.</li> <li>provide a comparison and contrast of two or more versions of the same story written from different cultures.</li> </ul> <b>Academic Language:</b> compare, contrast, version, cultures	LAFS.2.RL.3.9
Strand: Reading Informational Text  <b>Cluster: Integration of Knowledge and Ideas</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide an explanation of how specific images contribute to and/or clarify a text.</li> </ul> <b>Academic Language:</b> images, diagram, informational text, contribute	LAFS.2.RI.3.7
	Describe how an author uses reasons to support specific points in a text. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a description of how the reasons in a text support specific points made by the author.</li> </ul> <b>Academic Language:</b> author, specific points, reasons	LAFS.2.RI.3.8
	Compare and contrast the most important points presented by two texts on the same topic. <b>Students will:</b> <ul style="list-style-type: none"> <li>provide a comparison and contrast of the most important points presented by two texts on the same topic.</li> </ul> <b>Academic Language:</b> compare, contrast, important points	LAFS.2.RI.3.9

**Language Arts Florida Standards for Second Grade**

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Reading Literary Text</p> <p>Cluster: Range of Reading and Level of Text Complexity</p>	<p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate mastery of reading comprehension on applicable summative assessments.</li> </ul> <p><b>Academic Language:</b> literature, poetry</p>	<p><b>LAFS.2.RL.4.10</b></p>
<p>Strand: Reading Informational Text</p> <p>Cluster: Range of Reading and Level of Text Complexity</p>	<p>By the end of 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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate mastery of reading comprehension on applicable summative assessments.</li> </ul> <p><b>Academic Language:</b> informational text, technical texts</p>	<p><b>LAFS.2.RI.4.10</b></p>

**Language Arts Florida Standards for Second Grade**

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Speaking and Listening</p> <p><b>Cluster: Comprehension and Collaboration</b></p>	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>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).</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate the ability to participate in collaborative conversations with diverse partners on grade 2 topics and texts in both small and large groups.</li> <li>demonstrate the ability to follow agreed upon rules for discussion.</li> <li>demonstrate ability to build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>demonstrate ability to ask for clarification and further explanation as needed about topics and texts discussed.</li> </ul> <p><b>Academic Language:</b> collaborative, conversations, rules for discussion, connections</p>	<p><b>LAFS.2.SL.1.1</b> <b>LAFS.2.SL.1.1a</b> <b>LAFS.2.SL.1.1b</b> <b>LAFS.2.SL.1.1c</b></p>
	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate ability to recount or describe key ideas or details from text read aloud.</li> <li>demonstrate ability to recount or describe key ideas or information presented orally or through other media.</li> </ul> <p><b>Academic Language:</b> recount, describe, key ideas, details, orally, charts, graphs, websites, speeches, presentation</p>	<p><b>LAFS.2.SL.1.2</b></p>
	<p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate ability to 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.</li> </ul> <p><b>Academic Language:</b> clarify, issue</p>	<p><b>LAFS.2.SL.1.3</b></p>

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Number Standards
Strand: Speaking and Listening  <b>Cluster: Presentation of Knowledge and Ideas</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate ability to tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> </ul> <b>Academic Language:</b> recount, experience, facts, descriptive details, relevant audibly, coherent	LAFS.2.SL.2.4
	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. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate ability to create audio recordings of stories or poems.</li> <li>demonstrate ability to add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.</li> </ul> <b>Academic Language:</b> audio recordings, visual displays, recount	LAFS.2.SL.2.5
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <b>Students will:</b> <ul style="list-style-type: none"> <li>demonstrate the ability to produce complete sentences appropriate to task and situation in order to provide requested details or clarifications.</li> </ul> <b>Academic Language:</b> complete sentence	LAFS.2.SL.2.6

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Language</p> <p><b>Cluster: Conventions of Standard English</b></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Demonstrate legible printing skills.</li> <li>b. Use collective nouns (e.g., <i>group</i>).</li> <li>c. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>f. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>g. 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>).</li> </ol> <p><b>Academic Language:</b> grammar, collective nouns, irregular plural nouns, reflexive pronouns, irregular verbs, adjectives, adverbs, modified, simple sentence, compound sentence</p>	<p><b>LAFS.2.L.1.1</b>  <b>LAFS.2.L.1.1a</b>  <b>LAFS.2.L.1.1b</b>  <b>LAFS.2.L.1.1c</b>  <b>LAFS.2.L.1.1d</b>  <b>LAFS.2.L.1.1e</b>  <b>LAFS.2.L.1.1f</b></p>
<p>Strand: Language</p> <p><b>Cluster: Conventions of Standard English</b></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize holidays, product names, and geographic names.</li> <li>b. Use commas in greetings and closings of letters.</li> <li>c. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> </ol> <p><b>Academic Language:</b> capitalization, punctuation, geographic names, commas, greeting, closing of a letter, apostrophe, contraction, possessives, spelling patterns</p>	<p><b>LAFS.2.L.1.2</b>  <b>LAFS.2.L.1.2a</b>  <b>LAFS.2.L.1.2b</b>  <b>LAFS.2.L.1.2c</b>  <b>LAFS.2.L.1.2d</b></p>
<p>Strand: Language</p> <p><b>Cluster: Knowledge of Language</b></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>a. Compare formal and informal uses of English.</li> </ol> <p><b>Academic Language:</b> written language, spoken language, formal, informal</p>	<p><b>LAFS.2.L.2.3</b>  <b>LAFS.2.L.2.3a</b></p>

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
<p>Strand: Language</p> <p>Cluster: Vocabulary Acquisition</p>	<p>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.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</li> <li>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ol> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase.</li> <li>demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word.</li> <li>demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root.</li> <li>demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words.</li> <li>demonstrate the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries.</li> </ul> <p><b>Academic Language:</b> multiple-meaning words and phrases, prefix, root word, compound words, glossary, dictionary, digital, context clue</p>	<p>LAFS.2.L.3.4 LAFS.2.L.3.4a LAFS.2.L.3.4b LAFS.2.L.3.4c LAFS.2.L.3.4d LAFS.2.L.3.4e</p>
	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</li> </ol> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>provide a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use.</li> <li>provide a statement showing understanding of the shades of meaning among closely related verbs and adjectives.</li> </ul> <p><b>Academic Language:</b> relationships, verbs, adjectives, connections, shades of meaning</p>	<p>LAFS.2.L.3.5 LAFS.2.L.3.5a LAFS.2.L.3.5b</p>
	<p>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>).</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>provide a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used.</li> </ul> <p><b>Academic Language:</b> conversations, adjectives, adverbs</p>	<p>LAFS.2.L.3.6</p>

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Writing  Cluster: Text Types and Purposes	<p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>state an opinion in writing</li> <li>include the topic of the book they are writing about when sharing an opinion in writing.</li> <li>supply supportive reasons when sharing an opinion in writing.</li> <li>use linking words to connect an opinion with reasons when sharing an opinion in writing.</li> <li>provide a concluding statement or section when sharing an opinion in writing.</li> </ul> <p><b>Academic Language:</b> opinion, linking words, reasons, concluding statement, introduction</p>	LAFS.2.W.1.1
	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>introduce a topic in an informational or explanatory text.</li> <li>use facts and definitions to develop points in an informational or explanatory text.</li> <li>provide a concluding statement or section in an informational or explanatory text.</li> </ul> <p><b>Academic Language:</b> informative, explanatory, topic, facts, definition, concluding statement or section</p>	LAFS.2.W.1.2
	<p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>recount a well-elaborated event in a narrative writing.</li> <li>recount a short sequence of events in a narrative writing.</li> <li>include details to describe actions, thoughts, and feelings in a narrative writing.</li> <li>use temporal words to signal event order in a narrative writing.</li> <li>provide a sense of closure when writing a narrative.</li> </ul> <p><b>Academic Language:</b> narrative, recount, events, details, actions, closure, elaborated</p>	LAFS.2.W.1.3

## Language Arts Florida Standards for Second Grade

Strands/ Clusters	Standards/Learning Targets/Academic Language	Standards Number
Strand: Writing  <b>Cluster: Production and Distribution</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <b>Students will:</b> <ul style="list-style-type: none"> <li>• provide writing that is focused on a topic.</li> <li>• strengthen writing as needed when revising and editing.</li> </ul> <b>Academic Language:</b> topic, revising, editing, draft, details, strengthen	LAFS.2.W.2.5
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <b>Students will:</b> <ul style="list-style-type: none"> <li>• use a variety of digital tools to produce and publish writing.</li> <li>• collaborate with peers to produce and publish writing, using a variety of digital tools.</li> </ul> <b>Academic Language:</b> digital tools, produce, publish, collaboration	LAFS.2.W.2.6
Strand: Writing  <b>Cluster: Build Knowledge</b>	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). <b>Students will:</b> <ul style="list-style-type: none"> <li>• participate in shared research and writing projects.</li> </ul> <b>Academic Language:</b> research, report, record, observations, topic	LAFS.2.W.3.7
	Recall information from experiences or gather information from provided sources to answer a question. <b>Students will:</b> <ul style="list-style-type: none"> <li>• recall information from experiences to answer a question in writing.</li> <li>• gather information from provided sources to answer a question in writing.</li> </ul> <b>Academic Language:</b> recall information, experiences, sources, evidence	LAFS.2.W.3.8

## LAFS Task Card for Grade 2

<p><b>LAFS.2.RL.1.1</b>  <b>Questioning Key Details</b>          Why is the character happy/ sad? How do you know?          Describe the character. Why do you think that?          What caused ___ to ___?          What happened when ___?          At the end of the story where did ___ go?          According to the story, what will ___ learn?          Where did ___ go before/after ___?          Why does ___ have ___?</p>	<p><b>LAFS.2.RI.1.1</b>  <b>Questioning Key Details</b>          What caused _____ to _____? How do you know?          Why does _____? How do you know?          What is _____? How do you know?          Who/What is important to _____? How do you know?          What does the (text) say about _____?          Based on information from the text what are the effects of _____?          Select an example from the text that shows what effects _____ has on _____?</p>
<p><b>LAFS.2.RL.1.2</b>  <b>Recount Story to determine Central Message/ Lesson/Moral</b>          Recount what happened in the story.          (fable/folktale/play/poem)          What happened first? (<i>Beginning/Middle/End</i>)          Which of these happened first/last?          What lesson/moral did ___ learn? How do you know?          What is the central message of the story?          (fable/folktale/play/poem)          What would be another good title for this story?          This story is mostly about _____.</p>	<p><b>LAFS.2.RI.1.2</b>  <b>Identify Main Topic/Focus</b>          Why do you think ___ has the title ___?          Why does paragraph ___ have the subheading ___?          What is the MAIN TOPIC of the text?          Give two details to support your answer.          What is the main idea of the text?          What does step # ___ tell ?          Tell how the author supports the main idea.          How does ___ support the idea that ___?</p> <p><b>Part A:</b>          What is the main Idea of the article?</p> <p><b>Part B:</b>          Select the sentence from the article that supports your answer.</p>
<p><b>LAFS.2.RL.1.3</b>  <b>Describe characters response to major events and challenges</b>          Who is the most important character in the story?          How do you know?          What does the main character want? How do you know?          How do you know how the character feels about ___?          Explain what the character thinks about ____.          You can tell that ___ likes ___ because...          You can tell that ___ does not like ___ because...          How is where the story takes place important to the story?          What is the problem in the story?          What happens when the character has a problem?          How does the main character try to solve the problem?          What happens that causes the character to change from the beginning to the end of the story?          How does (<i>character</i>) respond to (<i>a major event</i>)?</p>	<p><b>LAFS.2.RI.1.3</b>  <b>Describe Connection between events, ideas, concepts or steps</b>          How is _____ BETTER than _____?          How do you know is _____ important to _____?          What would happen if _____ was not there?          Cite Evidence to support your answer.          What does step # ___ lead to _____?          Explain the steps for _____ and the reason why.          Recount the <i>events/steps</i> leading up <i>to/following</i> _____?          What were the results of _____?          What are the events that caused _____?          Why does ___ decide to _____?          What effect did ___ have on ___? How do you know?</p>

## LAFS Task Card for Grade 2 (cont.)

<p><b>LAFS.2.RL.2.4</b>  <b>Words and phrases supply meaning in text</b>          Listen to this sentence.          “ _____ ”          What does _____ mean?          What words did you read/hear that let you know that the character is happy/mad/scared?          What words/sentences describe a sight/taste/touch/sound or smell? (Five Senses)          What does it mean to _____? (Interpret an idiom, simile)          How is the author comparing _____ to _____?          Why does the author repeat (phrase from story/poem) in the story/poem?          What does the author mean when he says _____?</p>	<p><b>LAFS.2.RI.2.4</b>  <b>Determine Meaning of Words &amp; Phrases</b>          Read/Listen to this sentence.          “ _____ ”          What does _____ mean?          In this text, what does the word _____ mean?          What does the author mean when he says _____?          Why does the author use the word _____ in the sentence above?          What is the true meaning of the following phrase?</p>
<p><b>LAFS.2.RL.2.5</b>  <b>Story Structure/Elements</b>          Why did the author begin the story with _____?          What does the author say about (characters/setting) at the beginning of the story?          How does the author solve the problem in the story?          What events led to the resolution of the problem?</p>	<p><b>LAFS.2.RI.2.5</b>  <b>Text Features to Locate Facts</b>          You would find information about _____ under which heading?          How can you find out what the word _____ means?          What does the symbol/icon tell you?          What does the picture/drawing/map show?          What is the purpose of the photo/drawing/chart/diagram at the beginning of _____?          Read/Listen to this sentence.          “ _____ ” Which picture in the flyer/article/instructions shows what the sentence is saying?          On which page can you find facts about _____?</p>
<p><b>LAFS.2.RL.2.6</b>  <b>Character Point of View</b>          Who is telling the story?          Where in the story does another character tell what he thinks or what he feels about what is happening in the story?          What is it about (character) that bothers (character) ?          How does (character) feel about _____?          Which sentence first lets the reader know how the character feels about _____?</p>	<p><b>LAFS.2.RI.2.6</b>  <b>Identify Main Purpose of text &amp; Author’s Purpose</b>          Why did the author write the text?          Provide evidence to support your answer.          What is the main purpose for this text?          What did the author want you to understand from this text?          Explain what the author thinks is most important about _____?</p>

## LAFS Task Card for Grade 2 (cont.)

<p><b>LAFS.2.RL.3.7</b>  <b>Use Illustrations &amp; Details to Describe (Character, Setting, Plot)</b>          Listen to this sentence.          “_____” Which picture in the story shows what the sentence is saying?          The illustration shows _____ is happening in the story.          How do the illustrations help you understand where and when the story is happening?          Look at the illustration on page _____. Describe how the character looks.          How does the character feel about _____? How do you know?          The purpose of the illustration in page _____ is to show the reader _____.</p>	<p><b>LAFS.2.RI.3.7</b>  <b>Images Contribute/Clarify Meaning in a Text</b>          By reading the article and looking at the (map, diagram, etc.) you can tell that _____.          Based on the images (chart, graph, etc.) what is the purpose for the _____?          How does the image of _____ add new information to (title of text)?          How does the picture/drawing help you understand the text?</p>
<p><b>LAFS.2.RL.3.8 N/A</b></p>	<p><b>LAFS.2.RI.3.8</b>  <b>Reason/Support</b>          Why does the author think that _____?          What are the reasons for the author’s opinion?          Support your answer with two details from the text.          What did you hear/read that tells you _____?          Explain why the author thinks that _____ is important.</p>
<p><b>LAFS.2.RL.3.9</b>  <b>Compare/Contrast Two or More Version of the Same Story</b>  <i>(Only ask students to either tell how the text are alike or different. Not both at the same time.)</i>          How are _____ ALIKE? (characters, setting, events, ending)          How is the _____ in <i>title of story/poem</i> ALIKE/DIFFERENT than the _____ <i>in title of story/poem</i>?          How is _____’s problem DIFFERENT from _____’s problem?          How is _____’s problem LIKE _____’s problem?          How are the problems solved in the stories?          How is the way the problem is solved in each story ALIKE/DIFFERENT?          How do the characters change in each story?</p>	<p><b>LAFS.2.RI.3.9</b>  <b>Compare/Contrast Most Important Points Across Two Text on Same Topic</b>  <i>(Only ask students to either tell how the text are alike or different. Not both at the same time.)</i>          What are the two texts about?          How are the pictures/drawings in _____ and _____ ALIKE/DIFFERENT?          What is DIFFERENT/ALIKE about the way to make/do _____ in title 1 and title 2?          How do the authors of title 1 and title 2 explain how _____ the SAME/DIFFERENTLY?          How is the information in _____ different from _____?          Why is _____ BETTER in title 1 than in title 2?          What are the main points stated in each of the two texts about _____?</p>