

**Main Criteria:** Classroom Supplement Units Grade 2  
**Secondary Criteria:** Rhode Island Standards and State Frameworks  
**Subject:** Language Arts  
**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

### Rhode Island Standards and State Frameworks

#### Language Arts

Grade 2 - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>GSE STEM</b>	<b>RL.2.2.</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>GSE STEM</b>	<b>RL.2.3.</b>	Describe how characters in a story respond to major events and challenges.
<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.2.4.</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>GSE STEM</b>	<b>RL.2.5.</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RL.2.7.</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>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.2.10.</b>	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.
<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>GSE STEM</b>	<b>RI.2.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>

GSE STEM	RI.2.10.	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.
DOMAIN	RI.RF.2.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SPECIFIC INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SPECIFIC INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SPECIFIC INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
SPECIFIC INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
DOMAIN	RI.RF.2.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
SPECIFIC INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.2.1(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).
SPECIFIC INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SPECIFIC INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GSE STEM	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.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GSE STEM	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SPECIFIC INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
SPECIFIC INDICATOR	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
SPECIFIC INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
SPECIFIC INDICATOR	L.2.1(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).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
SPECIFIC INDICATOR	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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).

Unit 1

Rhode Island Standards and State Frameworks

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	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.
GSE STEM	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GSE STEM	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GSE STEM	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	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.
DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	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 proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	RI.RI.2.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	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.
GSE STEM	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN	RI.RI.2.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GSE STEM	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
DOMAIN	RI.RI.2.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	RI.2.8.	Describe how reasons support specific points the author makes in a text.
DOMAIN	RI.RI.2.	Reading Standards for Informational Text
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	RI.2.10.	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.
DOMAIN	RI.RF.2.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.

SPECIFIC INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SPECIFIC INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SPECIFIC INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
SPECIFIC INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SPECIFIC INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	RI.RF.2.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
SPECIFIC INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SPECIFIC INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.W.2.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.2.1(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).
SPECIFIC INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SPECIFIC INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GSE STEM	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.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GSE STEM	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SPECIFIC INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
SPECIFIC INDICATOR	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
SPECIFIC INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SPECIFIC INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SPECIFIC INDICATOR	L.2.1(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).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SPECIFIC INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
SPECIFIC INDICATOR	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SPECIFIC INDICATOR	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
SPECIFIC INDICATOR	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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).

Rhode Island Standards and State Frameworks

Language Arts

Grade 2 - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>GSE STEM</b>	<b>RL.2.2.</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>GSE STEM</b>	<b>RL.2.3.</b>	Describe how characters in a story respond to major events and challenges.
<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.2.4.</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>GSE STEM</b>	<b>RL.2.5.</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>GSE STEM</b>	<b>RL.2.6.</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RL.2.7.</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>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.2.10.</b>	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.
<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>GSE STEM</b>	<b>RI.2.3.</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>GSE STEM</b>	<b>RI.2.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RI.2.10.</b>	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.
<b>DOMAIN</b>	<b>RI.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING</b>		<b>Phonics and Word Recognition</b>



<b>KNOWLEDGE</b>		
<b>GSE STEM</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(a)</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(b)</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(c)</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(d)</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(e)</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(f)</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>DOMAIN</b>	<b>RI.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Fluency</b>
<b>GSE STEM</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(b)</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>DOMAIN</b>	<b>RI.W.2.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>W.2.2.</b>	<b>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>
<b>GSE STEM</b>	<b>W.2.3.</b>	<b>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.</b>
<b>DOMAIN</b>	<b>RI.W.2.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>W.2.5.</b>	<b>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>
<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.2.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.2.1(a)</b>	<b>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>
<b>SPECIFIC INDICATOR</b>	<b>SL.2.1(b)</b>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>
<b>SPECIFIC INDICATOR</b>	<b>SL.2.1(c)</b>	<b>Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>
<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.2.2.</b>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
<b>GSE STEM</b>	<b>SL.2.3.</b>	<b>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.</b>
<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>



STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GSE STEM	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.
GSE STEM	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SPECIFIC INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
SPECIFIC INDICATOR	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
SPECIFIC INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
SPECIFIC INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SPECIFIC INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SPECIFIC INDICATOR	L.2.1(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).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.2.2(a)	Capitalize holidays, product names, and geographic names.
SPECIFIC INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SPECIFIC INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
SPECIFIC INDICATOR	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SPECIFIC INDICATOR	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,

		bookmark).
<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>SPECIFIC INDICATOR</b>	<b>L.2.5(a)</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>
<b>SPECIFIC INDICATOR</b>	<b>L.2.5(b)</b>	<b>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</b>
<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.2.6.</b>	<b>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).</b>

Unit 3

Rhode Island Standards and State Frameworks

Language Arts

Grade 2 - Adopted: 2010

<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.2.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>GSE STEM</b>	<b>RL.2.2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>
<b>GSE STEM</b>	<b>RL.2.3.</b>	<b>Describe how characters in a story respond to major events and challenges.</b>
<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.2.4.</b>	<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>
<b>GSE STEM</b>	<b>RL.2.5.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
<b>GSE STEM</b>	<b>RL.2.6.</b>	<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>
<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RL.2.7.</b>	<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>
<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.2.10.</b>	<b>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.</b>
<b>DOMAIN</b>	<b>RI.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonics and Word Recognition</b>
<b>GSE STEM</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(a)</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>

SPECIFIC INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SPECIFIC INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SPECIFIC INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
SPECIFIC INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SPECIFIC INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	RI.RF.2.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
SPECIFIC INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SPECIFIC INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.W.2.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN	RI.W.2.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.2.1(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).
SPECIFIC INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SPECIFIC INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GSE STEM	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.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GSE STEM	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.
GSE STEM	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SPECIFIC INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
SPECIFIC INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SPECIFIC INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SPECIFIC INDICATOR	L.2.1(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).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SPECIFIC INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
SPECIFIC INDICATOR	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
SPECIFIC INDICATOR	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SPECIFIC INDICATOR	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
SPECIFIC INDICATOR	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Vocabulary Acquisition and Use</b>
<b>GSE STEM</b>	<b>L.2.6.</b>	<b>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).</b>

Unit 4

**Rhode Island Standards and State Frameworks  
Language Arts  
Grade 2 - Adopted: 2010**

<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RL.2.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>GSE STEM</b>	<b>RL.2.2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>
<b>GSE STEM</b>	<b>RL.2.3.</b>	<b>Describe how characters in a story respond to major events and challenges.</b>

<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RL.2.4.</b>	<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>
<b>GSE STEM</b>	<b>RL.2.5.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
<b>GSE STEM</b>	<b>RL.2.6.</b>	<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>

<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RL.2.7.</b>	<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>

<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.2.10.</b>	<b>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.</b>

<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Key Ideas and Details</b>
<b>GSE STEM</b>	<b>RI.2.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>GSE STEM</b>	<b>RI.2.2.</b>	<b>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b>
<b>GSE STEM</b>	<b>RI.2.3.</b>	<b>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>

<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Craft and Structure</b>
<b>GSE STEM</b>	<b>RI.2.4.</b>	<b>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b>
<b>GSE STEM</b>	<b>RI.2.6.</b>	<b>Identify the main purpose of a text, including what the author wants to answer,</b>

		explain, or describe.
<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RI.2.8.</b>	<b>Describe how reasons support specific points the author makes in a text.</b>
<b>DOMAIN</b>	<b>RI.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RI.2.10.</b>	<b>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.</b>
<b>DOMAIN</b>	<b>RI.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonics and Word Recognition</b>
<b>GSE STEM</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(a)</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(b)</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(c)</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(d)</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(e)</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(f)</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>DOMAIN</b>	<b>RI.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Fluency</b>
<b>GSE STEM</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(b)</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>DOMAIN</b>	<b>RI.W.2.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>W.2.2.</b>	<b>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>
<b>GSE STEM</b>	<b>W.2.3.</b>	<b>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.</b>
<b>DOMAIN</b>	<b>RI.W.2.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>W.2.5.</b>	<b>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>
<b>DOMAIN</b>	<b>RI.W.2.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
<b>GSE STEM</b>	<b>W.2.8.</b>	<b>Recall information from experiences or gather information from provided sources to answer a question.</b>

<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.2.1.</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>SPECIFIC INDICATOR</b>	<b>SL.2.1(a)</b>	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>SPECIFIC INDICATOR</b>	<b>SL.2.1(b)</b>	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>SPECIFIC INDICATOR</b>	<b>SL.2.1(c)</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.2.2.</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>GSE STEM</b>	<b>SL.2.3.</b>	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.
<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.2.4.</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>GSE STEM</b>	<b>SL.2.5.</b>	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>GSE STEM</b>	<b>SL.2.6.</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.2.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(a)</b>	Use collective nouns (e.g., group).
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(b)</b>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(c)</b>	Use reflexive pronouns (e.g., myself, ourselves).
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(d)</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(e)</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(f)</b>	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).
<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.2.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>SPECIFIC INDICATOR</b>	<b>L.2.2(c)</b>	Use an apostrophe to form contractions and frequently occurring possessives.
<b>SPECIFIC INDICATOR</b>	<b>L.2.2(d)</b>	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF</b>		<b>Knowledge of Language</b>



ENDURING KNOWLEDGE		
GSE STEM	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
SPECIFIC INDICATOR	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SPECIFIC INDICATOR	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
SPECIFIC INDICATOR	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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).

Unit 5

Rhode Island Standards and State Frameworks

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	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.
GSE STEM	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GSE STEM	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GSE STEM	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Integration of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>RL.2.7.</b>	<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>
<b>DOMAIN</b>	<b>RI.RL.2.</b>	<b>Reading Standards for Literature</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GSE STEM</b>	<b>RL.2.10.</b>	<b>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.</b>
<b>DOMAIN</b>	<b>RI.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Phonics and Word Recognition</b>
<b>GSE STEM</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(a)</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(b)</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(c)</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(d)</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(e)</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.3(f)</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>
<b>DOMAIN</b>	<b>RI.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Fluency</b>
<b>GSE STEM</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(a)</b>	<b>Read on-level text with purpose and understanding.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(b)</b>	<b>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>SPECIFIC INDICATOR</b>	<b>RF.2.4(c)</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>DOMAIN</b>	<b>RI.W.2.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Text Types and Purposes</b>
<b>GSE STEM</b>	<b>W.2.2.</b>	<b>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</b>
<b>GSE STEM</b>	<b>W.2.3.</b>	<b>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.</b>
<b>DOMAIN</b>	<b>RI.W.2.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Production and Distribution of Writing</b>
<b>GSE STEM</b>	<b>W.2.5.</b>	<b>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>
<b>DOMAIN</b>	<b>RI.W.2.</b>	<b>Writing Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Research to Build and Present Knowledge</b>
<b>GSE STEM</b>	<b>W.2.8.</b>	<b>Recall information from experiences or gather information from provided sources to answer a question.</b>

<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.2.1.</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>SPECIFIC INDICATOR</b>	<b>SL.2.1(a)</b>	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>SPECIFIC INDICATOR</b>	<b>SL.2.1(b)</b>	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>SPECIFIC INDICATOR</b>	<b>SL.2.1(c)</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Comprehension and Collaboration</b>
<b>GSE STEM</b>	<b>SL.2.2.</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>GSE STEM</b>	<b>SL.2.3.</b>	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.
<b>DOMAIN</b>	<b>RI.SL.2.</b>	<b>Speaking and Listening Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GSE STEM</b>	<b>SL.2.4.</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>GSE STEM</b>	<b>SL.2.5.</b>	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>GSE STEM</b>	<b>SL.2.6.</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.2.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(a)</b>	Use collective nouns (e.g., group).
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(c)</b>	Use reflexive pronouns (e.g., myself, ourselves).
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(e)</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>SPECIFIC INDICATOR</b>	<b>L.2.1(f)</b>	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).
<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Conventions of Standard English</b>
<b>GSE STEM</b>	<b>L.2.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>SPECIFIC INDICATOR</b>	<b>L.2.2(c)</b>	Use an apostrophe to form contractions and frequently occurring possessives.
<b>SPECIFIC INDICATOR</b>	<b>L.2.2(d)</b>	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
<b>DOMAIN</b>	<b>RI.L.2.</b>	<b>Language Standards</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>		<b>Knowledge of Language</b>
<b>GSE STEM</b>	<b>L.2.3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
SPECIFIC INDICATOR	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SPECIFIC INDICATOR	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
SPECIFIC INDICATOR	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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).

Unit 7

Rhode Island Standards and State Frameworks

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	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.
GSE STEM	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GSE STEM	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GSE STEM	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	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.
DOMAIN	RI.RL.2.	Reading Standards for Literature
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	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 proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	RI.RF.2.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Phonics and Word Recognition
GSE STEM	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SPECIFIC INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SPECIFIC INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SPECIFIC INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
SPECIFIC INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SPECIFIC INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	RI.RF.2.	Reading Standards: Foundational Skills
STATEMENT OF ENDURING KNOWLEDGE		Fluency
GSE STEM	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
SPECIFIC INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SPECIFIC INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	RI.W.2.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
GSE STEM	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.
GSE STEM	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.
DOMAIN	RI.W.2.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN	RI.W.2.	Writing Standards
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	RI.SL.2.	Speaking and Listening Standards

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SPECIFIC INDICATOR	SL.2.1(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).
SPECIFIC INDICATOR	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SPECIFIC INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GSE STEM	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.
DOMAIN	RI.SL.2.	Speaking and Listening Standards
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	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.
GSE STEM	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SPECIFIC INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
SPECIFIC INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
SPECIFIC INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SPECIFIC INDICATOR	L.2.1(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).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SPECIFIC INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
DOMAIN	RI.L.2.	Language Standards

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
SPECIFIC INDICATOR	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SPECIFIC INDICATOR	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
DOMAIN	RI.L.2.	Language Standards
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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).