

Main Criteria: Classroom Supplement Units Grade 2
Secondary Criteria: Tennessee Curriculum Standards
Subject: Language Arts
Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Tennessee Curriculum Standards
Language Arts
Grade 2 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry,

QUESTION / LEARNING EXPECTATION		in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
LEARNING EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
LEARNING EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
LEARNING EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency

GUIDING QUESTION / LEARNING EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
LEARNING EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING	L.2.1(a)	Use collective nouns (e.g., group).

EXPECTATION		
LEARNING EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LEARNING EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Knowledge of Language
GUIDING QUESTION / LEARNING EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LEARNING EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards

CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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

**Tennessee Curriculum Standards
Language Arts
Grade 2 - Adopted: 2010**

STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND /		Range of Reading and Level of Text Complexity

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

LEARNING EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
LEARNING EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
LEARNING EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
LEARNING EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
LEARNING EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
LEARNING EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION /	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LEARNING EXPECTATION		
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
LEARNING EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LEARNING EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LEARNING EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
LEARNING EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Knowledge of Language
GUIDING QUESTION / LEARNING	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION		
LEARNING EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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 2

Tennessee Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.

GUIDING QUESTION / LEARNING EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND /		Craft and Structure

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
LEARNING EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
LEARNING EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
LEARNING EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
LEARNING EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes

GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
LEARNING EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to

QUESTION / LEARNING EXPECTATION		provide requested detail or clarification.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
LEARNING EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LEARNING EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
LEARNING EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LEARNING EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.2.2(a)	Capitalize holidays, product names, and geographic names.
LEARNING EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
LEARNING EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Knowledge of Language
GUIDING QUESTION / LEARNING EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LEARNING EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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.

LEARNING EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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 3

Tennessee Curriculum Standards
Language Arts
Grade 2 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure

QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
LEARNING EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
LEARNING EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
LEARNING EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
LEARNING EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION		
LEARNING EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
LEARNING EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas

QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
LEARNING EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LEARNING EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
LEARNING EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
LEARNING EXPECTATION	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Knowledge of Language
GUIDING QUESTION / LEARNING EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LEARNING EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND /		Vocabulary Acquisition and Use

GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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 4

Tennessee Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.

STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION /	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

LEARNING EXPECTATION		
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND / STANDARD / COURSE	TN.RI.2.	Reading Standards for Informational Text
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
LEARNING EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
LEARNING EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
LEARNING EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
LEARNING EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
LEARNING EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GUIDING QUESTION /	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

LEARNING EXPECTATION		or issue.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
LEARNING EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LEARNING EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
LEARNING EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LEARNING EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
LEARNING EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Knowledge of Language
GUIDING	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or

QUESTION / LEARNING EXPECTATION		listening.
LEARNING EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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

Tennessee Curriculum Standards
Language Arts
Grade 2 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION /	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.

LEARNING EXPECTATION		
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
LEARNING EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.

LEARNING EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
LEARNING EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
LEARNING EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics

QUESTION / LEARNING EXPECTATION		and texts with peers and adults in small and larger groups.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
LEARNING EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
LEARNING EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
LEARNING EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL		Conventions of Standard English

STRAND / GUIDING QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
LEARNING EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Knowledge of Language
GUIDING QUESTION / LEARNING EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LEARNING EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION /	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.,

LEARNING EXPECTATION		When other kids are happy that makes me happy).
----------------------	--	---

Unit 7

Tennessee Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Key Ideas and Details
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Integration of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.RL.2.	Reading Standards for Literature
CONCEPTUAL STRAND / GUIDING QUESTION		Range of Reading and Level of Text Complexity
GUIDING QUESTION / LEARNING EXPECTATION	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.

STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Phonics and Word Recognition
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
LEARNING EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LEARNING EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
LEARNING EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
LEARNING EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
LEARNING EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
LEARNING EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / STANDARD / COURSE	TN.RF.2.	Reading Standards: Foundational Skills
CONCEPTUAL STRAND / GUIDING QUESTION		Fluency
GUIDING QUESTION / LEARNING EXPECTATION	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
LEARNING EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LEARNING EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Text Types and Purposes
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Production and Distribution of Writing
GUIDING	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen

QUESTION / LEARNING EXPECTATION		writing as needed by revising and editing.
STRAND / STANDARD / COURSE	TN.W.2.	Writing Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Research to Build and Present Knowledge
GUIDING QUESTION / LEARNING EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
LEARNING EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Comprehension and Collaboration
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GUIDING QUESTION / LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	TN.SL.2.	Speaking and Listening Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	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.
GUIDING QUESTION / LEARNING EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English

GUIDING QUESTION / LEARNING EXPECTATION	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
LEARNING EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
LEARNING EXPECTATION	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
LEARNING EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Knowledge of Language
GUIDING QUESTION / LEARNING EXPECTATION	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LEARNING EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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.
LEARNING EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use

QUESTION		
GUIDING QUESTION / LEARNING EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
LEARNING EXPECTATION	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).
STRAND / STANDARD / COURSE	TN.L.2.	Language Standards
CONCEPTUAL STRAND / GUIDING QUESTION		Vocabulary Acquisition and Use
GUIDING QUESTION / LEARNING EXPECTATION	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).