

Main Criteria: Classroom Supplement Units Grade 2
Secondary Criteria: Wisconsin Model Academic Standards
Subject: Language Arts
Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

**Wisconsin Model Academic Standards
Language Arts
Grade 2 - Adopted: 2010**

DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

DOMAIN	W.CC.2. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
DOMAIN	W.CC.2. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.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	W.CC.2. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
DESCRIPTOR / FOCUS AREA	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
DESCRIPTOR / FOCUS AREA	2.RF.3.d.	Decode words with common prefixes and suffixes.
DESCRIPTOR / FOCUS AREA	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
DOMAIN	W.CC.2. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	2.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	2.SL.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).
DESCRIPTOR / FOCUS AREA	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
DESCRIPTOR / FOCUS AREA	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

DOMAIN	WI.CC.2.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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	WI.CC.2.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	2.L.1.a.	Use collective nouns (e.g., group).
DESCRIPTOR / FOCUS AREA	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
DESCRIPTOR / FOCUS AREA	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	2.L.3.a.	Compare formal and informal uses of English.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and

STANDARD / LEARNING PRIORITY		phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
DESCRIPTOR / FOCUS AREA	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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

Wisconsin Model Academic Standards

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN	W.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
DOMAIN	W.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.8.	Describe how reasons support specific points the author makes in a text.
DOMAIN	W.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.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	W.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

DESCRIPTOR / FOCUS AREA	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
DESCRIPTOR / FOCUS AREA	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
DESCRIPTOR / FOCUS AREA	2.RF.3.d.	Decode words with common prefixes and suffixes.
DESCRIPTOR / FOCUS AREA	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / FOCUS AREA	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	W.CC.2. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	2.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.2. W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	2.SL.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).
DESCRIPTOR / FOCUS AREA	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
DESCRIPTOR / FOCUS AREA	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

PRIORITY		
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	2.L.1.a.	Use collective nouns (e.g., group).
DESCRIPTOR / FOCUS AREA	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
DESCRIPTOR / FOCUS AREA	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
DESCRIPTOR / FOCUS AREA	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
DESCRIPTOR / FOCUS AREA	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	2.L.3.a.	Compare formal and informal uses of English.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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.
DESCRIPTOR / FOCUS AREA	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards

CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DESCRIPTOR / FOCUS AREA	2.L.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	W.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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

Wisconsin Model Academic Standards

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RL.	Reading Standards for Literature

CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN	WI.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
DOMAIN	WI.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.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	WI.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
DESCRIPTOR / FOCUS AREA	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
DESCRIPTOR / FOCUS AREA	2.RF.3.d.	Decode words with common prefixes and suffixes.
DESCRIPTOR / FOCUS AREA	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / FOCUS AREA	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	WI.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

DESCRIPTOR / FOCUS AREA	2.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.2. W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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	W.CC.2. W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	2.SL.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).
DESCRIPTOR / FOCUS AREA	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
DESCRIPTOR / FOCUS AREA	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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.
PERFORMANCE	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to

STANDARD / LEARNING PRIORITY		provide requested detail or clarification.
DOMAIN	W.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	2.L.1.a.	Use collective nouns (e.g., group).
DESCRIPTOR / FOCUS AREA	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
DESCRIPTOR / FOCUS AREA	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
DESCRIPTOR / FOCUS AREA	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
DESCRIPTOR / FOCUS AREA	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DESCRIPTOR / FOCUS AREA	2.L.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	W.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	2.L.2.a.	Capitalize holidays, product names, and geographic names.
DESCRIPTOR / FOCUS AREA	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
DESCRIPTOR / FOCUS AREA	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	W.CC.2.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	2.L.3.a.	Compare formal and informal uses of English.
DOMAIN	W.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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.
DESCRIPTOR / FOCUS AREA	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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	W.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DESCRIPTOR / FOCUS AREA	2.L.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	W.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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

Wisconsin Model Academic Standards

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2. RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
DESCRIPTOR / FOCUS AREA	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
DESCRIPTOR / FOCUS AREA	2.RF.3.d.	Decode words with common prefixes and suffixes.
DESCRIPTOR / FOCUS AREA	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / FOCUS AREA	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	WI.CC.2. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	2.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.2. W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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	WI.CC.2. W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN	WI.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

PRIORITY		
DESCRIPTOR / FOCUS AREA	2.SL.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).
DESCRIPTOR / FOCUS AREA	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
DESCRIPTOR / FOCUS AREA	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	W.CC.2.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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	W.CC.2.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	W.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	2.L.1.a.	Use collective nouns (e.g., group).
DESCRIPTOR / FOCUS AREA	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
DESCRIPTOR / FOCUS AREA	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DESCRIPTOR / FOCUS AREA	2.L.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	W.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
DESCRIPTOR / FOCUS AREA	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DESCRIPTOR /	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check

FOCUS AREA		and correct spellings.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	2.L.3.a.	Compare formal and informal uses of English.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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.
DESCRIPTOR / FOCUS AREA	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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

Wisconsin Model Academic Standards

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

PRIORITY		
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	W.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN	W.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
DOMAIN	W.CC.2.RI.	Reading Standards for Informational Text

CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.8.	Describe how reasons support specific points the author makes in a text.
DOMAIN	W.CC.2.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.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	W.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
DESCRIPTOR / FOCUS AREA	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
DESCRIPTOR / FOCUS AREA	2.RF.3.d.	Decode words with common prefixes and suffixes.
DESCRIPTOR / FOCUS AREA	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / FOCUS AREA	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	W.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	2.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.2.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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	W.CC.2.W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD /	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

LEARNING PRIORITY		
DOMAIN	W.CC.2. W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	2.SL.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).
DESCRIPTOR / FOCUS AREA	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
DESCRIPTOR / FOCUS AREA	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	W.CC.2. L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	2.L.1.a.	Use collective nouns (e.g., group).
DESCRIPTOR / FOCUS AREA	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
DESCRIPTOR /	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).

FOCUS AREA		
DESCRIPTOR / FOCUS AREA	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
DESCRIPTOR / FOCUS AREA	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DESCRIPTOR / FOCUS AREA	2.L.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	W.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
DESCRIPTOR / FOCUS AREA	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	W.CC.2.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	2.L.3.a.	Compare formal and informal uses of English.
DOMAIN	W.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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.
DESCRIPTOR / FOCUS AREA	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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	W.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DESCRIPTOR / FOCUS AREA	2.L.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	W.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD /	2.L.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 PRIORITY		When other kids are happy that makes me happy).
-------------------	--	---

Unit 5

Wisconsin Model Academic Standards

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

DESCRIPTOR / FOCUS AREA	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
DESCRIPTOR / FOCUS AREA	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
DESCRIPTOR / FOCUS AREA	2.RF.3.d.	Decode words with common prefixes and suffixes.
DESCRIPTOR / FOCUS AREA	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / FOCUS AREA	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	W.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	2.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.2.W.	Writing Standards
CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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	W.CC.2.W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN	W.CC.2.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	W.CC.2.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	2.SL.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).
DESCRIPTOR / FOCUS AREA	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

DESCRIPTOR / FOCUS AREA	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	WI.CC.2.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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	WI.CC.2.SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	2.L.1.a.	Use collective nouns (e.g., group).
DESCRIPTOR / FOCUS AREA	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
DESCRIPTOR / FOCUS AREA	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
DESCRIPTOR / FOCUS AREA	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy->boil).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PRIORITY		
DESCRIPTOR / FOCUS AREA	2.L.3.a.	Compare formal and informal uses of English.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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.
DESCRIPTOR / FOCUS AREA	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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

Wisconsin Model Academic Standards

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	WI.CC.2.RL.	Reading Standards for Literature
CONTENT		Craft and Structure

STANDARD		
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.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	WI.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Phonics and Word Recognition
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / FOCUS AREA	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / FOCUS AREA	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
DESCRIPTOR / FOCUS AREA	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
DESCRIPTOR / FOCUS AREA	2.RF.3.d.	Decode words with common prefixes and suffixes.
DESCRIPTOR / FOCUS AREA	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / FOCUS AREA	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
DOMAIN	WI.CC.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	2.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.2.W.	Writing Standards

CONTENT STANDARD		Text Types and Purposes
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.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	W.CC.2. W.	Writing Standards
CONTENT STANDARD		Production and Distribution of Writing
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
DOMAIN	W.CC.2. W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
DOMAIN	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
DESCRIPTOR / FOCUS AREA	2.SL.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).
DESCRIPTOR / FOCUS AREA	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
DESCRIPTOR / FOCUS AREA	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOMAIN	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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	W.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.SL.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.
PERFORMANCE STANDARD /	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LEARNING PRIORITY		
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
DESCRIPTOR / FOCUS AREA	2.L.1.a.	Use collective nouns (e.g., group).
DESCRIPTOR / FOCUS AREA	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
DESCRIPTOR / FOCUS AREA	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Conventions of Standard English
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / FOCUS AREA	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
DESCRIPTOR / FOCUS AREA	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	2.L.3.a.	Compare formal and informal uses of English.
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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.
DESCRIPTOR / FOCUS AREA	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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).
DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.

DESCRIPTOR / FOCUS AREA	2.L.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	WI.CC.2. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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).

© 2015 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)