

Grade Two: ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	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.	Ask and Answer Questions	Asking Informational Questions Asking Clarifying Questions	Question did, are, will, am, is, can (use in verb phrases), How, what, who, when, where, why, do you	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	The _____. Did the ____? Note: The frames are set to revolve around who, what, when, where and why question.s He is _____. ____ is _____. ____ can _____. ____ can ____ and _____. ____ does _____. I do _____. ____ is _____. ____ will ____ because _____. ____ can ____ and ____ when ____ because ____.
St. 2	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Determine Central Message	a. Retell Relating Past Events (Description can be added to this standard) b. Cause and Effect (sequencing could be used)	Retell past/present verb tense was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,----ing, since/for Cause and Effect since, therefore, if __then, because, consequently, to finish, caused, led to	Retell Students will learn to understand and generate oral and written language with past tense verbs. Cause and Effect Students will use a variety of verb forms.	Point to (fable/folktale). Point to (beginning/end) of story. Who is the story about? (one word response questions) The _____(character/s) _____was/were_____(ing). _____(character), learned _____ about _____. At the (beg.,mid.,end.) _____(character) _____(ed), (prep.phrase/past verbs). First ____ and then _____. Finally, _____. In summary, _____(character), _____(ed), (verb phrase). In most _____(fable/folktale) the characters _____ but in a _____ the characters _____. _____(have/has been) _____(ing), since/for _____. Since _____ therefore/then _____.
St. 3	RL.2.3 Describe how characters in a story respond to major events and challenges.	Character Response	a. Sequencing (Problem and Solution can be supported by cause and effect) b. Describing Action (character responses)	Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime, problem/solution (w cause/effect), past- tense verb forms. Describe how, where, when, why, verb tenses, adverb clauses, how does, why did/didn't, what was, ing	Sequence Students will learn sequencing using adverbs of time, relative clauses, and subordinate conjunctions. Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	Perform or describe an action. The ____ (character) was _____. Then _____. ____ can _____. ____ is _____. ____ (character) was _____. (adj.) _____(action) shows why _____(character) _____. _____(character) _____(verb) to _____(prep. phrase). ____ did ____ when _____. T his explains how _____. Although _____(character) _____(action), he did/did not _____. ____ caused the ____ to _____. The ____ (character) whom ____ is ____ than is ____.
St. 4	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.	Describing Word Impact	a. Defining (conceptualizing nouns, verbs and adjectives) b. Descriptions (how parts of speech can support this function)	Defining is, a, are, tells, shows that, describes, explains, has, example of Description supporting, defining, is/is not, at the end, is __because __, during __, is, are, have, has, have/has/had	Defining Students learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives. Description Students learn to understand and generate oral and written language with nouns, pronouns and adjectives.	What is a ____? A __ is a _____. A _____ is _____. The ____ (sing. noun) is ____ (ADJ). ____ tells _____. The poem(s) has/have _____ (rhyme, alliteration, etc.). The ____ (noun) tells that _____. The poem has _____ and _____ words. ____ (word/phrase) in the sentence/line _____ means _____. ____ is an example of ____ (rhyme, beats, alliteration). The phrase _____ shows that _____ (character) is _____ (ADJ). In the text _____ (phrase/words) is/ are repeated because _____.
St. 5	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Story Structure	a. Sequencing (Problem and Solution can be supported by cause and effect) b. Describing (beginning and ending of story)	Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime, problem/solution (w cause/effect), past- tense verb forms. Describe is, a, can, has, are, and, in, but, is not, because , frequently if __then, would not/have	Sequence Students will learn sequencing using adverbs of time, relative clauses & subordinate conjunctions. Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	It is about _____. The story is _____. He/she ____ and then ____. The beginning of the story was _____. The _____(character) that _____ was _____. The beginning of ____ was _____ because _____. _____ at the beginning, but _____ at the end. At first _____ is/not _____ but at the end _____. Although _____ (character) _____(action/verb), he/she did not _____. If ____ had ____ at first, then ____ would/not have _____. The ____ concludes with _____.
St. 6	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.	Contrasting Points of View	a. Expressing and Supporting Opinions (point of view) b Contrasting (differences)	Supporting Opinions like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should Contrast like __, but, both, in contrast, whereas, -er, -est, subject/verb/adjective sentences, idiomatic phrases	Supporting Opinions Students will learn to express opinions using simple to complex sentence structures. Contrast (part of compare and contrast) Students will be able to understand and generate oral and written language using comparative adjectives.	____ feels _____. ____ likes _____. I like/don't like _____. ____ feels ____ about _____. ____ (character) does not agree with _____. ____ does/does not _____ because _____. ____ likes _____ but ____ does not like _____ because _____. ____ thinks ____ should _____ because/so _____. ____ feels ____ about _____, but _____. In contrast to _____ (character opinion), _____. ____ is _____ whereas _____ is _____.
St. 7	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.	Demonstrate Understanding of Story Elements Using Illustrations and Print	Describe (in order to summarize story elements)	Describe pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had Summarize (characters, setting or plot) to conclude, in summary, indeed, in short, and/but, therefore, then	Describe Students generate oral and written language with nouns, pronouns and adjectives. Summarize Students use increasingly complex sentences with specific vocabulary.	The setting is _____. ____ is ____ (show action). At first _____ is/are _____. ____ has _____. At the beginning of the story he/she _____. Then he/she learns _____. At the end he/she _____. Both the ____ and ____ explain ____ about _____. The ____ of ____ is like _____ in the text. The ____ connects to the ____ because _____. ____ is _____ to the ____ (setting) because _____.
St. 8	RL.K.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and Contrast Same Story Versions (Different Authors)	Compare and Contrast (stories and story elements)	Compare and Contrast __ is like __ because __, both are similar, is different than, __ from __ is __, whereas __ has __, the same __	Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	____ has ____ and ____ has _____. ____ is like _____. ____ and ____ have the same ____ in the (setting/theme/plot). ____ is like _____ because both _____ ____ is different than ____ because _____ Both ____ and ____ have/can _____. the ____ by ____ is similar to ____ by ____ because _____ The ____ writes about ____ whereas ____ writes about _____.
St. 10	RL.2.10 By the end of the year, read and comprehends 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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Two: ELA, CCSS Informational Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	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.	Ask and Answer Questions	Asking Informational Questions Asking Clarifying Questions	Question did, are, will, am is, can (use in verb phrases)	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	The _____. Did the _____? He is _____. Are you _____? What can _____? Can you _____ and _____? Who do _____? Do you _____? When is _____? How will _____? How can _____ and _____? When will the _____ and _____?
St. 2	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Identify Main Topic	a. Retell and Relating Past Events b. Cause and Effect	Retell past and present verb tense was/were, has/has been, is/are, will be, was going Cause and Effect since, therefore, if...then, because, consequently, to finish, caused, led to	Retell Students will learn to understand and generate oral and written language with past tense verbs. Cause and Effect Students will use a variety of verb forms.	_____ is about _____. _____ shows that _____. Each paragraph supports that _____ is the topic. because _____. _____ describes _____ about _____ (topic). _____ it explains why _____ (fact about topic). When _____ then _____ so the ending was _____.
St. 3	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Comparing/Contrasting events, ideas, concepts or procedures	Comparing/Contrasting (Cause/Effect can be tied to this standard secondarily)	Compare and Contrast like, in the same way, similar, different than, yet, but, even, though....(er, est...)	Compare and Contrast Students will be able to use adjectives and conjunctions to compare and contrast historical events, scientific ideas or concepts, or technical procedural steps.	_____ (event) was/was not _____ (description word). _____ (idea) did/not _____. The _____ (idea) was _____. When _____ (event), it did/did not _____ because _____. _____ is similar to _____ because both _____ (event/concept), Compared to _____ (procedure) _____ is/is not _____. Although _____ (historical event) caused _____ it _____.
St. 4	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine Word Meaning	Defining (conceptualizing nouns, verbs and adjectives)	Define is, a, are, tells, shows that, describes, explains, has, example of	Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining of unknown words includes a strong focus on context clues).	_____ is like _____. _____ is not _____. The word/phrase _____ is about _____. The word _____ means/tells _____ because _____. The word _____ is an example of _____ (noun, verb or adjective) because _____. In the text _____ (phrase/words) add details about _____ (topic). _____ explains why _____.
St. 5	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Identify Informational Text Features and Their Uses	a. Classification (text features) b. Description	Classify goes with, here, there are, because, and articles (is, a, are), have, do not have, example of, type of, all have, both, _____ and _____, fit into Description (location words) on, off, in, out, inside, outside, near, next to, beside, between, in front, in back of, behind, on the left/right, above, beneath	Classify Students will be able to use articles with objects to associate categories to which things belong (in this case textual features). Classification can be supported with the language of description or location of objects (prepositional phrases).	The bold print has _____. The caption is about _____. The _____ is in the front/back of ____. The heading tells about _____. The sub-heading _____ shows _____. I can find out about _____ in the _____. The table of contents _____ give an example of _____ because _____. _____ goes with _____ and _____ goes with _____. The _____ and _____ belong together because _____. Because/Since _____ have/has _____ it belongs with _____.
St. 6	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Recognizing Main Purpose with Author's Evidence	a. Summarizing (Main Purpose and Author Evidence) b. Cause and Effect (details lead to concluding purpose)	Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially Cause and Effect past tense verbs in descriptive and complex sentences, conditional, If _____ had/hadn't _____ would/wouldn't have _____.	Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary. Cause and Effect Students will use a variety of verb forms to relate causes and effects.	_____ is a picture of _____. I see _____. It tells me that _____. _____ is _____. The author shows/tells _____ about _____ (ing). I think the main idea/topic is _____ because _____. _____ describes/explains _____ (topic). The author's purpose is _____ because _____. Both _____ and _____ lead me to think the author's purpose is _____. _____ is an example of _____. _____ describes/explains _____. When I think about _____, I believe the text is about _____. The detail(s) in the text about _____ help me to conclude that _____.
St. 7	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Illustrations Clarify Text	a. Explaining (clarifying) b. Cause and Effect	Explain in, is, I came, I _____ (ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for Cause and Effect past tense verbs in descriptive and complex sentences, conditional, If _____ had/hadn't _____ would/wouldn't have _____.	Explain Students will explain how illustrations contribute to understanding a text using verb forms, declarative sentences, complex sentences and adverbs of manner. Cause and Effect Students will use a variety of verb forms to relate causes and effects.	_____ is not _____. _____ is above the _____. The picture has _____ below it, but _____ has _____. Both _____ and _____ have _____ but _____ has _____. The illustration shows _____ about _____. The _____ shows how _____ and the text explains _____. The illustration of _____ is like _____ in the text. First _____, next _____ and finally _____, The picture beside/next to the _____ is _____ because _____.
St. 8	RI.2.8 Describe how reasons support specific points the author makes in a text.	Author's Purpose	Concluding (Author's Purpose), (may use description support)	Conclusion drawing "reasons" begins at intermediate level of ELP.Adjective comparatives with conjunctions: although, because, that, with past tense verbs: -ed, was - then, with passive voice: was, were, had, have been, and with idiomatic phrases: bigger than a _____	Conclusion Students will be able to use comparative adjectives with past tense verbs, conjunctions and idiomatic phrases and passive voice.	n/a n/a At first _____ (details) and then _____ (details). In the beginning _____, _____ (ed) then _____. The author said _____ because _____ (purpose). Since _____, _____ (-ed/was) then _____. I can conclude that _____. If _____ then _____. Although _____ was _____, _____ have been _____.
St. 9	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Compare and Contrast specific points in two texts	Compare and Contrast (texts)	Compare and Contrast has, is, are, than, (er-est), and, both, but, same, because, different, is _____ compared to _____, does/does not	Compare and Contrast Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	_____ said (text). I see _____. This _____ is -er/est. This _____ is -er/est. Both _____ and _____ make the point of _____. _____ is different than _____. _____ describes _____ as _____. _____ and _____ are similar because _____. _____ and _____ are different, because _____. _____ and _____ have the same _____ but _____ has _____.
St. 10	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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				