

Grade 2

ELA Standards Summary

Total Reviews		1429		<p>Breakdown by Review Type</p> <p>A pie chart titled 'Breakdown by Review Type' showing two segments. The larger segment, 'Keep As Is', represents 86% of the total reviews. The smaller segment, 'Suggest Changes', represents 14% of the total reviews.</p>	
Keep As Is	1235	Educator	742		
		Elected Official	0		
		Institution or Higher Education Faculty	0		
		K-12 Administrator	126		
		Member of Organization	56		
		Other	216		
		Parent/Guardian	95		
		Student	0		
Suggest Changes	194	Educator	183		
		Elected Official	0		
		Institution or Higher Education Faculty	0		
		K-12 Administrator	0		
		Member of Organization	0		
		Other	2		
		Parent/Guardian	9		
		Student	0		
Change Suggestions					
Removed		15			
Rewritten		75			
Broken Up		20			
Moved to a Different Level		84			

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
ELA-Literacy.L.2.1a	16	80%	4	20%	1	2	0	1
ELA-Literacy.L.2.1b	18	86%	3	14%	0	2	1	0
ELA-Literacy.L.2.1c	15	75%	5	25%	3	2	0	0
ELA-Literacy.L.2.1d	18	90%	2	10%	0	2	0	0
ELA-Literacy.L.2.1e	16	84%	3	16%	2	1	0	0
ELA-Literacy.L.2.1f	18	95%	1	5%	1	0	0	0
ELA-Literacy.L.2.2a	17	85%	3	15%	0	3	0	0
ELA-Literacy.L.2.2b	16	80%	4	20%	1	2	1	0
ELA-Literacy.L.2.2c	18	86%	3	14%	1	1	1	0
ELA-Literacy.L.2.2d	19	95%	1	5%	0	1	0	0
ELA-Literacy.L.2.2e	18	90%	2	10%	2	0	0	0
ELA-Literacy.L.2.3a	15	68%	7	32%	4	2	1	0
ELA-Literacy.L.2.4a	21	100%	0	0%	0	0	0	0
ELA-Literacy.L.2.4b	18	86%	3	14%	1	1	1	0
ELA-Literacy.L.2.4c	15	79%	4	21%	4	0	0	0
ELA-Literacy.L.2.4d	18	100%	0	0%	0	0	0	0
ELA-Literacy.L.2.4e	17	89%	2	11%	1	1	0	0
ELA-Literacy.L.2.5a	19	100%	0	0%	0	0	0	0
ELA-Literacy.L.2.5b	17	89%	2	11%	2	0	0	0
ELA-Literacy.L.2.6	20	91%	2	9%	1	1	0	0
ELA-Literacy.RF.2.3a	22	100%	0	0%	0	0	0	0
ELA-Literacy.RF.2.3b	22	100%	0	0%	0	0	0	0
ELA-Literacy.RF.2.3c	21	95%	1	5%	0	1	0	0
ELA-Literacy.RF.2.3d	21	95%	1	5%	0	1	0	0
ELA-Literacy.RF.2.3e	21	100%	0	0%	0	0	0	0
ELA-Literacy.RF.2.3f	20	95%	1	5%	0	1	0	0
ELA-Literacy.RF.2.4a	20	95%	1	5%	0	1	0	0
ELA-Literacy.RF.2.4b	20	95%	1	5%	0	0	0	1
ELA-Literacy.RF.2.4c	21	100%	0	0%	0	0	0	0
ELA-Literacy.RI.2.1	22	96%	1	4%	0	0	0	1
ELA-Literacy.RI.2.10	20	87%	3	13%	1	2	0	0
ELA-Literacy.RI.2.2	18	67%	9	33%	4	3	2	0
ELA-Literacy.RI.2.3	14	56%	11	44%	6	4	1	0
ELA-Literacy.RI.2.4	24	100%	0	0%	0	0	0	0
ELA-Literacy.RI.2.5	21	91%	2	9%	0	2	0	0
ELA-Literacy.RI.2.6	20	83%	4	17%	0	3	1	0
ELA-Literacy.RI.2.7	22	96%	1	4%	0	1	0	0
ELA-Literacy.RI.2.8	17	71%	7	29%	5	1	0	1
ELA-Literacy.RI.2.9	22	92%	2	8%	1	1	0	0
ELA-Literacy.RL.2.1	32	100%	0	0%	0	0	0	0

ELA-Literacy.RL.2.10	20	74%	7	26%	0	6	1	0
ELA-Literacy.RL.2.2	26	84%	5	16%	1	3	1	0
ELA-Literacy.RL.2.3	23	85%	4	15%	1	1	0	2
ELA-Literacy.RL.2.4	14	52%	13	48%	10	2	1	0
ELA-Literacy.RL.2.5	22	81%	5	19%	2	2	1	0
ELA-Literacy.RL.2.6	19	73%	7	27%	3	2	1	1
ELA-Literacy.RL.2.7	23	92%	2	8%	1	1	0	0
ELA-Literacy.RL.2.8	7	78%	2	22%	0	0	0	2
ELA-Literacy.RL.2.9	21	84%	4	16%	3	1	0	0
ELA-Literacy.SL.2.1a	19	100%	0	0%	0	0	0	0
ELA-Literacy.SL.2.1b	15	88%	2	12%	2	0	0	0
ELA-Literacy.SL.2.1c	14	100%	0	0%	0	0	0	0
ELA-Literacy.SL.2.2	19	95%	1	5%	0	1	0	0
ELA-Literacy.SL.2.3	18	90%	2	10%	1	1	0	0
ELA-Literacy.SL.2.4	20	95%	1	5%	1	0	0	0
ELA-Literacy.SL.2.5	14	67%	7	33%	1	2	0	4
ELA-Literacy.SL.2.6	20	95%	1	5%	1	0	0	0
ELA-Literacy.W.2.1	19	70%	8	30%	3	3	2	0
ELA-Literacy.W.2.10	8	100%	0	0%	0	0	0	0
ELA-Literacy.W.2.2	20	80%	5	20%	2	2	1	0
ELA-Literacy.W.2.3	17	74%	6	26%	1	3	2	0
ELA-Literacy.W.2.4	9	100%	0	0%	0	0	0	0
ELA-Literacy.W.2.5	21	100%	0	0%	0	0	0	0
ELA-Literacy.W.2.6	15	79%	4	21%	3	1	0	0
ELA-Literacy.W.2.7	16	70%	7	30%	7	0	0	0
ELA-Literacy.W.2.8	18	82%	4	18%	0	2	1	1
ELA-Literacy.W.2.9	9	90%	1	10%	0	0	0	1

ELA-Literacy.L.2.1a

Identify and use a variety of nouns (common, proper, concrete, abstract, collective nouns (e.g., group)).

Use all types of nouns, including collective nouns (e.g., group). Categorize nouns

I think it could be taught within nouns, but the concentration should be on nouns.

ELA-Literacy.L.2.1b

Form and use plural nouns including frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

Please explain how you would break up the standard:

Form and use plural nouns, including frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Nouns with s, es, and ies also.

ELA-Literacy.L.2.1c

Use all pronouns, including reflexive pronouns (e.g., myself, ourselves).

Use correct pronouns (including subject, object, and reflexive pronouns) when writing reflexive pronouns

ELA-Literacy.L.2.1d

Form and use the past tense of frequently occurring regular and irregular verbs (e.g., sat, hid, told).

Form and use the past tense of verbs, including frequently occurring irregular verbs (e.g., sat, hid, told).

ELA-Literacy.L.2.1e

Use adjectives correctly in writing.

2nd graders shouldn't be required to learn about Adverbs

ELA-Literacy.L.2.1f**ELA-Literacy.L.2.2a**

Capitalize holidays, product names, and geographic names.

Capitalize all proper nouns.

Capitalize proper nouns (holidays, people, product names, and geographic names.)

Capitalize proper nouns, holidays, product names, and geographic names.

ELA-Literacy.L.2.2b

Please explain how you would break up the standard:

There should be a standard specific to the parts of a letter, and how to write a letter. Then focus on the commas in a greeting and closing.

Use commas in greetings and closings of letters.

Use commas in greetings, closings of letters, and in a series.

ELA-Literacy.L.2.2c

Please explain how you would break up the standard:
This should be two separate standards.

Standard 1: Use an apostrophe to form contractions.

Standard 2: Use an apostrophe to form frequently occurring possessives.

Use an apostrophe to form contractions and frequently occurring possessives.

ELA-Literacy.L.2.2d

Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). DOES NOT MAKE SENSE!

Generalize learned spelling patterns when writing words (e.g., cage - rage; boy - toy).

ELA-Literacy.L.2.2e

ELA-Literacy.L.2.3a

Please explain how you would break up the standard:

Compare formal and informal uses of English. Give more details and bullets.

Students will use formal English when writing and speaking. (Informal English can be used at home)

Students should know the difference between informal spoken language and formal written language. This helps them when speaking in groups or in class discussions

ELA-Literacy.L.2.4a

Must be grade/age appropriate. This has not been the case.

ELA-Literacy.L.2.4b

Please explain how you would break up the standard:

This standard should be broken into specific prefixes to be learned. These prefixes can then be focused on to be taught, and then move into the ability to determine meaning based on prefixes.

Standard 1: Identify the meaning of the prefixes un-, re-, pre-, etc. and how they change the meaning of a root word.

Standard 2: Determine the meaning of the new word formed when a known prefix is added to a known word (i.e. happy/unhappy, tell/retell).

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

ELA-Literacy.L.2.4c

ELA-Literacy.L.2.4d

ELA-Literacy.L.2.4e

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Analyze the parts of a word entry in a dictionary, both print and digital, to determine or clarify the meaning of words and phrases.

ELA-Literacy.L.2.5a

ELA-Literacy.L.2.5b

ELA-Literacy.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).

This standard is awkwardly written and confusing to the reader. Not sure how to clarify or if it needs to be in a different grade level.

Must be grade/age appropriate. This has not been the case.

ELA-Literacy.RF.2.3a

Necessary and age appropriate

ELA-Literacy.RF.2.3b

Necessary for reading success

ELA-Literacy.RF.2.3c

Decode regularly spelled two-syllable words with long and short vowels.

ELA-Literacy.RF.2.3d

Decode words with common prefixes and suffixes.

should include the specific prefixes and suffixes that students at this age should master.

This standard helps them learn how to spell correctly and figure out what words mean.

ELA-Literacy.RF.2.3e**ELA-Literacy.RF.2.3f**

Recognize and read grade-appropriate irregularly spelled words.

Be more specific

Independent reading is enabled.

ELA-Literacy.RF.2.4a

Read on-level text with understanding. Rationale: How do you assess a student's "reading on-level text with purpose?" How do you assess purpose?

MUST BE ON LEVEL....

ELA-Literacy.RF.2.4b

I have a problem with making a child read as fast as they can in one minute and not being more concerned with comprehension. However, I agree with accuracy and expression being important and that some speed is necessary for fluency. But why put so much pressure on a 7 year old about words per minute?

R.F. 2.4 and 2.4a is sufficient. key words in those standards are "comprehension" and "understanding" Why would I want to encourage a student to read fast but not comprehend or understand anything they read? As the child gets older, they shift from learning-to-read to reading-to-learn. This is a life long skill.

ELA-Literacy.RF.2.4c

I agree with using context clues, however, if the student learns part of speech along with context clues then the student will become a master of this standard.

This one contradicts 2.4b.

ELA-Literacy.RI.2.1

A repeat of RL 2.1

This is important for comprehension.

ELA-Literacy.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.

Explain more about the 2-3 text complexity band.

By the end of year, read and comprehend literature and 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.

As long as the text support conservative American, Louisiana culture/values that are age appropriate.

This standard forces students to be prepared for third grade.

ELA-Literacy.RI.2.2

Identify the main topic of paragraph.

Please explain how you would break up the standard:

Identify the main topic of a paragraph and multi paragraph text.

Students at this age have a difficult time determining the main idea of informational text. Focusing down to specific paragraphs is extremely difficult. Main idea in the broad sense should be at 2nd, and breaking down multi paragraph text to main ideas of specific paragraphs should be 3rd grade.

Please explain how you would break up the standard:

This standard should have two parts. The first focusing on identifying the main idea of a paragraph, then move to identifying the main idea of multiple paragraphs to build up to identifying the main topic of a multi-paragraph text.

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

This is important also, but not so much emphasis on specific paragraphs.

ELA-Literacy.RI.2.3

Describe how individuals respond to events or ideas in a text and describe the connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Be more specific to this one. I always have a hard time pinpointing exactly what it's asking for...

Identify the steps in technical procedures in a text and recount the steps accurately .

Please explain how you would break up the standard: This standard is too vague. It needs to be more specific to be understand what is required.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELA-Literacy.RI.2.4

As long as it is grade/age appropriate. I have found this to no be the case.

As long as the topic is American, Louisiana culture or up to 8 year old appropriate

This teaches them how to read independently.

Vocabulary is essential to comprehension.

ELA-Literacy.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.

*Add text structure (sequential, compare and contrast, descriptive, etc.)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to understand as well as locate key facts or information in a text efficiently.

ELA-Literacy.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe using direct and indirect evidence.

Identify the main purpose of a text.

Please explain how you would break up the standard:

Identify the main purpose of a text.

Identify what the author wants to answer, explain, or describe.

Appropriate for this grade level

Essential for comprehension

ELA-Literacy.RI.2.7

Use specific images (e.g., a diagram showing how a machine works) to clarify a text.

Students at this age are still learning to read diagrams. Explaining how something contributes is difficult for students just now learning to use the graphic features.

This helps them to learn to pay attention to all details.

ELA-Literacy.RI.2.8

Describe how reasons support specific points the author makes in a text.

Describe how the author uses supportive details to form specific points in a text.

(fact versus opinion, research-based versus experience-based, etc.)

As long as the topic is age appropriate and supports American, Louisiana culture/values, students should get practice explaining, describing, defending

This standard is vague in meaning and not sure "how reasons" can support points an author makes

ELA-Literacy.RI.2.9

Understand how to compare and contrast the most important points presented by two texts on the same topic.

This is hard to do for 2nd graders. This is a teacher-led lesson and discussion.

Age appropriate

Hopefully materials will be provided for teachers to be able to accomplish some of these standards or they will just be words on paper. If teachers have to hunt and search for materials it won't happen in most classrooms.....

This should be in every grade.

ELA-Literacy.RL.2.1

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

It helps the children to become better understand what they are reading or have read.

Students must be able to answer these questions when reading.

These questions are the foundation for teaching comprehension to our students.

This is basic foundations of literacy. However, reading the whole story to inspire children should not be cut out. There are times to use excerpts for teaching elements of literacy, but that does not inspire children nor their love for reading. Using whole stories also builds background knowledge, especially when children have to compare and contrast stories, characters, and authors point of view.

This standard covers comprehension of text as well as preparing students for generating their own text based questions to allow for peer discussions

This standard requires the student to read carefully for comprehension.

ELA-Literacy.RL.2.10

By the end of the year, read and comprehend literature, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

This standard just needs clarification as to it's meaning. Perhaps tie in the reading strategies used to comprehend text such as making connections, visualizing, etc...

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.

Be more specific about the 2-3 text complexity band.

By the end of the year, read and comprehend literature, including stories in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Please explain how you would break up the standard: Not really sure what to do this standard. It sounds as though all students will be at the upper end when in reality we know that all won't be there.

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.

I feel students should be able to read and comprehend text on grade level, however, students (especially in my title 1 school) do not come to me on grade level. It has been my experience that the text my 2nd graders are expected to read, AND comprehend is too difficult. They are frustrated from week 1 because of the text complexity.

I LOVE this standard! I use this standard to motivate my students to read at a higher level. They know the goal is to be reading on a 3rd grade level by the end of the year and most exceed that level!

ELA-Literacy.RL.2.2

Please explain how you would break up the standard:

This standard should be broken into two standards. One focusing on the recount of a story and the other focusing on the fables and folktales.

Standard 1: Recount stories including all major components or story elements.

Standard 2: Recount fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Recount stories from a variety of genres (i.e poetry, realistic fiction, fables, folktales from diverse cultures, etc.) and determine their central message, lesson, or moral.

Recount stories, including fables (simple/traditional) to determine their central message, lesson, or moral. Rationale: students at this grade level do not have enough experiences with "different cultures" and they may have a hard time relating to other cultures to comprehend it. You cannot force a culture on a child to comprehend to make a determination of a moral/lesson. Their brain cannot cognitively think that way.

Second graders enjoy fables and folktales and therefore, will be more likely to take ownership of their learning.

This standard helps students interact with the text more fully so that they can make connections to their real lives.

ELA-Literacy.RL.2.3

Describe how characters respond to major events and challenges including character traits and motivations behind the responses.

(This isn't quite what I want to say, but teachers need to see that this is about the reasons characters respond the way they do. Those reasons are tied to the motivations which are tied to the events in the story combined with the traits a character possesses.)

Everyone's imagination is different, so I may think that a character in a story responds differently than you.

This is characterization. characters are a key detail in a text that is covered in RL2.1 The student is already describing the who what where when why and how that is located in the text

ELA-Literacy.RL.2.4

Determine the meaning of words and phrases as they are used in a text.

Please explain how you would break up the standard:

Describe the meaning (literal and figurative) words and phrases in prose and poetry.

Explain how literary elements contribute to the mood and tone of a poem by supplying rhythm and meaning to the story (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Again, not exactly what I want to say, but this standard is about context clues as well as literary elements found in poetry. They aren't always separated...

ELA-Literacy.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (Give more examples of story structure to help define this standard for teachers. Be more explicit)

Please explain how you would break up the standard: Describe the overall structure of a story. (Beginning, middle, end) and Story elements. Describing how the beginning introduces and the ending concludes should be separate.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

This standard gives students an opportunity to start a retell and know how to conclude the story for an adequate retell. This also helps develop their sequencing skills.

This standard leads into students' understanding and how to write their own stories.

visual presentation of a story is important to readers for easier comprehension. If the student can identify how the text is set up, the student will be able to quickly prepare for the type of text he/she will read.

ELA-Literacy.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.

Acknowledge differences in characters when reading dialogue aloud.

Please explain how you would break up the standard:

Acknowledge differences in the points of view of characters. Determine character's point of view as first or second person in text.

This part should be included in the Speaking and Listening standards- SL2.1 or SL2.2: including by speaking in a different voice for each character when reading dialogue aloud.

connecting with characters for deeper understanding and building backgrounds, personal experiences and reading orally are skills that need to be fostered

They do need to know differences in point of view, but not in great detail. Speaking in different voices for each character is good also.

When reading everyone interprets a story differently, so how can you be graded on this when I may interpret a characters point of view completely different than you.

ELA-Literacy.RL.2.7

Use information gained from the illustrations and words to demonstrate understanding of its characters, setting, or plot.

I think illustrations are just as important as text and should be encouraged like they are in reading science. I do not agree that characters, setting and plot information should come from black and white non picture paper. students should have colorful illustrations to visually represent what they are reading.

Second graders are capable of doing this.

Student should learn how to use illustrations to help understand the story. Especially when learning to inference.

Students are doing a picture walk of the text to obtain knowledge and then looking and reading the words for accurate meaning of the text to comprehend what is being read.

ELA-Literacy.RL.2.8

states above that not applicable to literature

There is nothing present for this standard.

ELA-Literacy.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors. Rationale: students at this age do not comprehend or relate to different cultures. A brain will not be developed to think this abstractly until at least 13 year of age.

ELA-Literacy.SL.2.1a

creates foundation for class discussions, Socratic seminars. literature circles, and reciprocal teaching

They need to learn how to do this.

This is basic classroom procedures that students need to understand and do.

ELA-Literacy.SL.2.1b

creates foundations for class discussions and peer interactions--gets the students "talking" in a productive

ELA-Literacy.SL.2.1c

ELA-Literacy.SL.2.2

CCSSL.2.2eConsult reference materials, including beginning dictionaries, as needed to check and correct spelling.With guidance, use guide words to consult reference materials...Without being taught how to use guide words and apply grade level spelling patterns to find words in glossaries or dictionaries students are reluctant or ambivalent to using reference materials. (And why not, teachers often correct students' spelling or simply mark spelling wrong.) If we expect students to edit their writing they must begin using references independently."

Builds listening skills

reinforces retelling, listening, and communication skills

ELA-Literacy.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.

It shouldn't be a required standard for 2nd grade.

promotes depth of knowledge

ELA-Literacy.SL.2.4

ELA-Literacy.SL.2.5

add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Use a variety of mediums (audio and visual) to recount stories or experiences.

It is outdated. I do not have means necessary for students to create audio recordings in my class and students and I don't think this clarifies much to a second grader. Making connections is imperative however, I think they can be made sans audio recording. This is similar to other standards like sl 2.3.

Not everyone has proper resources.

This is a good standard but why audio?

Unnecessary

We don't have access to audio record students.

ELA-Literacy.SL.2.6

different teachers have different definitions of a "complete sentence." Is a complete sentence having subject-predicate? There is a subject-predicate but contain grammar errors, so it is NOT a complete sentence?? There needs to be consistency across the board.

Necessary skill

ELA-Literacy.W.2.1

Please explain how you would break up the standard: I see nothing in this standard about teacher modeling. Most students at this level need lots of modeling to be able to do this. Rewrite to include teacher modeling...

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.

Please explain how you would break up the standard:

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.

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, and provide a concluding statement or section. Rationale: using linking words needs to connect opinion to reason needs to be moved to a higher level (4th grade). Writing opinions, stating reasons that support it and providing a concluding statement/section is plenty for a 7 year old.

This standard allows the student to put their opinions about topics into words. They also learn to support those opinions with reason, usually from the text.

ELA-Literacy.W.2.10

ELA-Literacy.W.2.2

Please explain how you would break up the standard: Include teacher modeling of task.....

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

*Incorporate acknowledging text structure in writing.

learning the basics of writing is a life long skill. If the student can perfect the setup and how to find information that goes in the paper, that is an accomplishment in itself.

ELA-Literacy.W.2.3

Please explain how you would break up the standard: include teacher modeling...

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.

Please explain how you would break up the standard:

Write a personal narrative in which they recount an event or short sequence of events, including details to describe actions, thoughts, and feelings.

Write a narrative to tell a made up story, including details to describe actions, thoughts, and feelings.

Use transition words to signal event order, and provide a sense of closure.

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 in connection to a text using direct and indirect evidence.

This standard allows for creative writing and the use of time order words, which reinforces sequencing and retelling skills.

ELA-Literacy.W.2.4

ELA-Literacy.W.2.5

This standard allows for the introduction of peer editing and more independent student involvement.

ELA-Literacy.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

*With guidance and support from adults, use a variety of digital tools to produce and publish writing.

Incorporates the use of computers and other digital media for students

This teaches them how to work with others and use technology.

ELA-Literacy.W.2.7

Total engagement in the learning process by every student

ELA-Literacy.W.2.8

Please explain how you would break up the standard:

Recall information from experiences or gather information from provided sources to answer a question.

This should be broken into two more detailed standards.

Recall information from experiences.

This standard could be combined with W2.8

ELA-Literacy.W.2.9

Not for this grade-level