2_R_1: The student will apply the structure of the workshop model.

2_R_2: The student will know and apply grade-level phonics and word analysis skills in decoding words. (2.RF.3.A.i)

2_R_3: The student will read with sufficient accuracy and fluency to support comprehension.

2_R_4: The student will determine the meaning of words and phrases in a text relevant to second grade topics or subject areas.

2_R_5: The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level literature.

2_R_6: The student will develop and apply comprehension strategies while reading and/or listening to a variety of grade level informational text.

**Learning Targets**

**Phonics**
- **2_R_2_A:** Decode multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs. (2.RF.3.A.a) (CCSS RF.2.3.a)
- **2_R_2_B:** Distinguish long and short vowels when reading regularly spelled one-syllable words. (2.RF.3.A.b) (CCSS RF.2.3.a)

**Fluency**
- **2_R_3_A:** Read grade level text orally with accuracy and appropriate rate. (2.RF.4.A.a) (CCSS RF.2.4.b)
- **2_R_3_B:** Recognize and self-correct when word does not make sense within grade level text. (2.RF.4.A.a) (CCSS RF.2.4.c)

**Vocabulary**
- **2_R_4_A:** Develop an understanding of vocabulary by:
  - **2_R_4_B:** Use prefixes, root words, and suffixes to determine the meaning of individual words to develop an understanding of vocabulary. (2.R.1.B.a) (CCSS L.2.4.d)
  - **2_R_4_C:** Use context to determine the meaning of a new word or multiple-meaning word in text. (2.R.1.B.c) (CCSS L.2.4.a)
  - **2_R_4_D:** Use antonyms and synonyms. (2.R.1.B.d) (CCSS L.2.4.b)
  - **2_R_4_E:** Distinguish meaning among closely related verbs and adjectives. (2.R.1.B.f) (CCSS L.2.5.b)
  - **2_R_4_F:** Recognize that some words have literal and non-literal meanings. (2.R.1.B.g) (CCSS L.3.5.a)
- **2_R_4_G:** Use common syllable patterns to decode words including r-controlled vowels. (2.RF.3.A.h)
- **2_R_4_H:** Read second grade high-frequency words. (2.RF.3.A.i) (CCSS RF.2.3.f)

**Comprehension**
- **2_R_5_A:** Use text features to make and confirm predictions, or explain why not confirmed. [LITERATURE] (2.R.1.A.a) (CCSS RL.2.7)
- **2_R_5_B:** Ask and respond to relevant questions to clarify meaning. [LITERATURE] (2.R.1.A.b 2.R.3.B.b) (CCSS RL.2.3)
- **2_R_5_C:** Seek clarification and use information/facts and details about stories and other texts and supporting answers with evidence from text. [LITERATURE] (2.R.1.A.c) (CCSS RL.2.7)
- **2_R_5_D:** Retell a story’s beginning, middle, and end and determine its central message, lesson, or moral. (2.R.1.A.d) (RL.2.2)
- **2_R_5_E:** Monitor comprehension and make corrections and adjustments when understanding breaks down. [LITERATURE] (2.R.1.A.e) (RF.2.4.c)

**Making Connections**
- **2_R_6_F:** Make and explain text to text connections (text ideas including similarities and differences in information and relationships in fiction). [LITERATURE] (2.R.1.C.a) (CCSS RL.2.9)
- **2_R_6_G:** Make and explain text to world connections (text ideas to experiences in the world). [LITERATURE] (2.R.1.C.b)

**Reading Fiction**
- **2_R_7_A:** Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson. (2.R.2.A.a) (CCSS RL.1.1.2.R.2)
- **2_R_7_B:** Describe main characters in works of fiction, including their traits, motivations, and feelings. (2.R.2.A.b) (RL.2.3)
- **2_R_7_C:** Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events. (2.R.2.A.c) (CCSS RL.2.9)
- **2_R_7_D:** Describe cause-and-effect relationships. (2.R.2.A.d) (RI.3.3)

**Reading Information**
- **2_R_8_A:** Use text features to make and confirm predictions, or explain why not confirmed. [INFORMATIONAL TEXT] (2.R.1.A.a) (CCSS RI.2.5)
- **2_R_8_B:** Ask and respond to relevant questions to clarify meaning. [INFORMATIONAL TEXT] (2.R.1.A.b 2.R.3.B.b) (CCSS RL.2.1)
- **2_R_8_C:** Seek clarification and use information/facts and details about stories and other texts and supporting answers with evidence from text. [INFORMATIONAL TEXT] (2.R.1.A.c) (CCSS RI.1.6)
- **2_R_8_D:** Explain main ideas and supporting details. (2.R.3.C.a) (CCSS RI.2.2)
- **2_R_8_E:** Monitor comprehension and make corrections and adjustments when understanding breaks down. [INFORMATIONAL TEXT] (2.R.1.A.e) (RF.2.4.c)

**Making Connections**
- **2_R_9_F:** Make and explain text to text connections (text ideas including similarities and differences in information and relationships in nonfiction). [INFORMATIONAL TEXT] (2.R.1.C.a) (CCSS RI.2.9)
- **2_R_9_G:** Make and explain text to world connections (text ideas to experiences in the world). [INFORMATIONAL TEXT] (2.R.1.C.b)

**Text Features**
- **2_R_10_A:** Identify the main idea of sections of text and distinguish it from the topic. (2.R.3.A.a) (CCSS RL.2.2)
- **2_R_10_B:** Demonstrate understanding by locating facts to answer and/or ask questions. (2.R.3.B.a) (RL.2.1)
- **2_R_10_C:** Use text features to locate specific information. (2.R.3.A.c) (CCSS RI.2.5)
- **2_R_10_D:** Explain common graphic features to assist in the interpretation of text. (2.R.3.A.d) (CCSS RI.2.7)
- **2_R_10_E:** Follow written multi-step directions. (2.R.3.A.e) (CCSS RI.2.3)
<table>
<thead>
<tr>
<th>2_2_R_5_L</th>
<th>Explain how the story changes based on who is telling the story. (2.R.2.A.e) (CCSS RL.2.6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2_2_R_5_M</td>
<td>Compare and contrast the differences in points of view of characters and how stories are narrated. (2.R.2.A.f) (CCSS RL.2.6)</td>
</tr>
<tr>
<td><strong>Poetry</strong></td>
<td></td>
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<tr>
<td>Read, infer, and draw conclusions to:</td>
<td></td>
</tr>
<tr>
<td>2_2_R_5_N</td>
<td>Describe how rhyme, rhythm, and repetition create imagery in poetry. (2.R.2.B.a) (CCSS RL.2.4)</td>
</tr>
<tr>
<td>2_2_R_5_O</td>
<td>Use onomatopoeia. (2.R.2.B.b)</td>
</tr>
<tr>
<td><strong>Drama</strong></td>
<td></td>
</tr>
<tr>
<td>Read, infer, and draw conclusions to:</td>
<td></td>
</tr>
<tr>
<td>2_2_R_5_P</td>
<td>Identify characters, setting, acts, and scenes in plays. (2.R.2.C.a) (CCSS RL.1.3)</td>
</tr>
<tr>
<td>2_2_R_5_Q</td>
<td>Identify the elements of dialogue and use them in informal plays. (2.R.2.C.b)</td>
</tr>
<tr>
<td><strong>Literary Techniques</strong></td>
<td></td>
</tr>
<tr>
<td>Read, infer, and draw conclusions to:</td>
<td></td>
</tr>
<tr>
<td>2_2_R_6_R</td>
<td>Explain why a text is fiction or nonfiction (2.R.3.B.a) (CCSS RL.1.5)</td>
</tr>
<tr>
<td>2_2_R_6_S</td>
<td>Explain examples of sensory details. (2.R.3.B.c) (CCSS RL.2.4)</td>
</tr>
<tr>
<td><strong>Text Structures</strong></td>
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<tr>
<td>Read, infer, and draw conclusions to:</td>
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<tr>
<td>2_2_R_6_M</td>
<td>Describe connections between events in informational texts. (2.R.3.A.f 2.R.3.C.b) (CCSS RL.2.3)</td>
</tr>
<tr>
<td>2_2_R_6_N</td>
<td>Describe connections between problems and solutions in informational texts. (2.R.3.C.c) (CCSS RL.2.3)</td>
</tr>
<tr>
<td>2_2_R_6_O</td>
<td>Identify the author’s purpose. (2.R.3.C.d) (CCSS RL.2.6)</td>
</tr>
<tr>
<td>2_2_R_6_P</td>
<td>Compare and contrast the most important points presented by text on the same topic. (2.R.3.C.e) (CCSS RL.2.9)</td>
</tr>
<tr>
<td><strong>Digital and Media Literacy</strong></td>
<td></td>
</tr>
<tr>
<td>Read to develop an understanding of media and its components by:</td>
<td></td>
</tr>
<tr>
<td>2_2_R_6_Q</td>
<td>Explain purposes of media. (2.R.4.A.a)</td>
</tr>
<tr>
<td>2_2_R_6_R</td>
<td>Describe techniques used to create media messages. (2.R.4.A.b)</td>
</tr>
<tr>
<td>2_2_R_6_S</td>
<td>Identify various written conventions for using digital media. (2.R.4.A.c)</td>
</tr>
</tbody>
</table>
The student will apply the structure of the workshop model.

The student will produce various forms and types of writing following a writing process to convey a message.

The student will apply the conventions of Standard English grammar and usage in writing.

The student will plan for research, gather and use relevant information from a variety of sources.

The student will speak and listen effectively in multiple contexts.

Explain and demonstrate the work of a writer. Identify the purpose of the three components within the workshop model: crafting, composing, reflecting. 

Distinguish between the role of the teacher and student within the workshop model: crafting, composing, reflecting. 

Understand and demonstrate the procedures and routines during Writer’s Workshop. Identify the ways that writers get ideas.

Use a writer’s notebook (i.e. folder, binder, composition notebook).

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