

## How We Express Ourselves – A Mile in Our Shoes

### ELA Standards

**LAFS.2.RL.1.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**LAFS.2.RL.1.2** Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.

**LAFS.2.RL.1.3** Describe how characters in a story respond to major events and challenges.

**LAFS.2.RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**LAFS.2.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.

**LAFS.2.RL.3.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**LAFS.2.RL.3.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.

**LAFS.2.RL.4.10** 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.

**LAFS.2.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

**LAFS.2.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**LAFS.2.RI.1.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**LAFS.2.RI.1.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**LAFS.2.RI.1.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**LAFS.2.RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**LAFS.2.RI.2.5** Know and use various text features to locate key facts or information in a text efficiently.

**LAFS.2.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**LAFS.2.RI.3.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**LAFS.2.RI.3.8** Describe how an author uses reasons to support specific points in a text.

**LAFS.2.RI.4.10** 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.

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**LAFS.2.W.1.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**LAFS.2.W.1.3** 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.

**LAFS.2.W.3.8** Recall information from experiences or gather information from provided sources to answer a question.

**LAFS.2.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**LAFS.2.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.

**LAFS.2.W.3.7** Participate in shared research and writing projects.

**LAFS.2.SL.1.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**LAFS.2.SL.1.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information

**LAFS.2.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences, additional information, or deepen understanding of a topic or issue.

**LAFS.2.SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**LAFS.2.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Demonstrate legible printing skills.
- b. Use collective nouns.
- c. Form and use frequently occurring irregular plural nouns.
- d. Form and use the past tense of frequently occurring irregular verbs.
- e. Use adjectives and adverbs and choose between them depending on what is to be modified.
- g. Produce, expand and rearrange complete simple and compound sentences.

**LAFS.2.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**LAFS.2.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

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	<p><b>LAFS.2.L.3.4</b> 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.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</li> </ul> <p><b>LAFS2.L.3.5</b> Demonstrate understanding of word relationships and nuances in word meaning.</p> <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use.</li> <li>b. Distinguish shades of meaning among closely related verbs and closely related adjectives.</li> </ul>
Math Standards	<p><b>MAFS.2.OA.1.a</b> Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations <math>37 + 10 + 10 = \underline{\quad} + 18</math>, <math>? - 6 = 13 - 4</math>, and <math>15 - 9 = 6 + \square</math></p> <p><b>MAFS.2.NBT.2.5</b> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><b>MAFS.2.NBT.2.6</b> Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p><b>MAFS.2.NBT.2.7</b> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p><b>MAFS.2.NBT.2.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations.</p>
Science Standards	<p><b>SC.2.E.6.1</b> Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.</p> <p><b>SC.2.E.6.2</b> Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.</p> <p><b>SC.2.E.6.3</b> Classify soil types based on color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.</p> <p><b>SC.2.E.7.1</b> Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.</p>
Social Studies Standards	<p><b>SS.2.A.1.1</b> Examine primary and secondary sources.</p> <p><b>SS.2.A.2.1</b> Recognize that Native Americans were the first inhabitants in North America.</p> <p><b>SS.2.A.2.2</b> Compare the cultures of Native American tribes from various geographic regions of the United States.</p> <p><b>SS.2.A.2.3</b> Describe the impact of immigrants on the Native Americans.</p> <p><b>SS.2.A.3.1</b> Identify terms and designations of time sequence.</p> <p><b>SS.2.C.2.5</b> Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p>

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