

How We Organize Ourselves – Team a Man to Farm

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.1.3** Describe how characters in a story respond to major events and challenges.
- LAFS.2.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.
- 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.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.2.6** 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.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.
- 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.

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	<p>LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>LAFS.2.SL.1.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information</p> <p>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.</p> <p>LAFS.2.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>LAFS.2.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Demonstrate legible printing skills. <p>LAFS.2.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <p>LAFS.2.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LAFS.2.L.3.4 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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 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). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Math Standards</p>	<p>MAFS.NBT.1.2 Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p>MAFS.NBT.1.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>MAFS.NBT.1.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</p> <p>MAFS.NBT.2.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract.</p>

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Science Standards	<p>SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.</p> <p>SC.2.E.7.3 Investigate, observe and describe how water left in an open container disappears (evaporates), but water in a closed container does not disappear (evaporate).</p> <p>SC.2.E.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>SC.2.E.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p>
Social Studies	<p>SS.2.C.1.2 Explain the consequences of an absence of rules and laws.</p> <p>SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.</p> <p>SS.2.E.1.1 Recognize that people make choices because of limited resources.</p> <p>SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.</p> <p>SS.2.G.1.2 Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.</p> <p>SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.</p>