

# Grade 2

# ELA

# Item Specifications



# Table of Contents

<a href="#">Introduction</a> .....	3
<b><a href="#">Reading</a> .....</b>	<b>6</b>
<a href="#">2.R.1</a> .....	6
<a href="#">2.R.2</a> .....	23
<a href="#">2.R.3</a> .....	33
<a href="#">2.R.4</a> .....	47
<b><a href="#">Reading Foundations</a>.....</b>	<b>50</b>
<a href="#">2.RF.1</a> .....	50
<a href="#">2.RF.3</a> .....	51
<b><a href="#">Writing</a>.....</b>	<b>62</b>
<a href="#">2.W.1</a> .....	62
<a href="#">2.W.2</a> .....	71
<a href="#">2.W.3</a> .....	87
<b><a href="#">Language</a>.....</b>	<b>93</b>
<b><a href="#">Speaking/Listening</a>.....</b>	<b>110</b>
<a href="#">2.SL.1</a> .....	110
<a href="#">2.SL.2</a> .....	112
<a href="#">2.SL.3</a> .....	113
<a href="#">2.SL.4</a> .....	115

## Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

**Text Types** suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.



## Grade 2 English Language Arts

Reading		2.R.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Develop and apply skills to the reading process.</b> <b>Comprehension</b> Develop and demonstrate reading skills in response to text by: using text features to make and confirm predictions, explain why not confirmed	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>The student will develop and demonstrate reading skills by making predictions using text features throughout reading the text.</p> <p>The student will develop and demonstrate reading skills by confirming predictions with evidence from the text.</p> <p>The student will develop and demonstrate reading skills by explaining why predictions were not confirmed with evidence from the text.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Text features: e.g., table of contents, electronic menu, index, glossary, captions, hyperlinks, subheadings, keywords, sidebars, bold print		

## Grade 2 English Language Arts

Reading		2.R.1.A.b
<b>1 A MLS b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by: asking and responding to relevant questions</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will develop and demonstrate reading skills by asking relevant (text-dependent) questions about a text before, during, and after reading.</p> <p>The student will develop and demonstrate reading skills by responding to text-dependent questions about a text before, during, and after reading.</p>		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
		<b><u>Text Types</u></b>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Questions should be text-dependent.</p>		

## Grade 2 English Language Arts

Reading		2.R.1.A.c
<b>1</b>	<b>Develop and apply skills to the reading process.</b>	
<b>A</b>	<b>Comprehension</b>	
<b>MLS</b>	Develop and demonstrate reading skills in response to text by:	
<b>C</b>	seeking clarification and using information/facts and details about texts and supporting answers with evidence from text	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will develop and demonstrate reading skills in response to text by seeking clarification and using relevant evidence (facts and details) from the text to support answers to questions.		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>



## Grade 2 English Language Arts

Reading		2.R.1.A.d
<b>1</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Develop and apply skills to the reading process.</b> <b>Comprehension</b> Develop and demonstrate reading skills in response to text by: retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
The student will develop and demonstrate reading skills in response to text by retelling a story’s beginning, middle, and end.  The student will develop and demonstrate reading skills in response to text by determining the story’s central message, lesson, or moral.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Use read-alouds, guided reading, and independent reading		

## Grade 2 English Language Arts

Reading		2.R.1.A.e
<b>1 A MLS e</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will develop and demonstrate reading skills by monitoring comprehension while reading text.</p> <p>The student will develop and demonstrate reading skills by making corrections and adjustments when understanding breaks down while reading a text.</p>		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Not assessable on a large scale</p> <p>Classroom assessments: guided reading, teacher observation, questioning for understanding, running records for documentation (evidence of self-correction and use of reading strategies)</p>		

## Grade 2 English Language Arts

Reading		2.R.1.B.a
<b>1 B MLS a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using prefixes, root words, and suffixes to determine the meaning of words</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will develop an understanding of vocabulary by determining the meaning of words using prefixes, root words, and/or suffixes (e.g., <i>allow/disallow, happy/unhappy, read/reread, walk/walked, help/helpless</i>) in context.</p>		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<b><u>Text Types</u></b>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Affixes are determined by districts</p>		

## Grade 2 English Language Arts

Reading		2.R.1.B.b
<b>1 B MLS b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using knowledge of the meaning of individual words to determine the meaning of compound words</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will develop an understanding of vocabulary by determining the meaning of compound words using knowledge of the meaning of individual words (e.g., <i>lunchtime</i>, <i>doghouse</i>, <i>fishbowl</i>) in context.</p>		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<b><u>Text Types</u></b>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Best assessed in context		

## Grade 2 English Language Arts

Reading		2.R.1.B.c
<b>1</b>	<b>Develop and apply skills to the reading process.</b>	
<b>B</b>	<b>Vocabulary</b>	
<b>MLS</b>	Develop an understanding of vocabulary by:	
<b>C</b>	using context to determine the meaning of a new word or multiple-meaning word in text	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning words (e.g., <i>deal, grade, treat, load</i> ) in text.		2
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading		2.R.1.B.d
<b>1 B MLS d</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using antonyms and synonyms</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will develop an understanding of vocabulary by using antonyms (e.g., <i>up/down, hot/cold</i>) in context.</p> <p>The student will develop an understanding of vocabulary by using synonyms (e.g., <i>look, glance, peek</i>) in context.</p>		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>May use a Frayer Model to deepen understanding when determining examples (synonyms) and non-examples (antonyms) of new vocabulary</p>		

## Grade 2 English Language Arts

Reading		2.R.1.B.e
<b>1 B MLS e</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will develop an understanding of vocabulary by locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases in context.</p>		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>May use a children's or beginner's dictionary as needed</p>		

## Grade 2 English Language Arts

Reading		2.R.1.B.f
<b>1</b> <b>B</b> <b>MLS</b> <b>f</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: distinguishing meaning among closely related verbs and adjectives</p>	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop an understanding of vocabulary by distinguishing meaning among closely related verbs (e.g., <i>run, jog, sprint</i>) in context.</p> <p>The student will develop an understanding of vocabulary by distinguishing meaning among closely related adjectives (e.g., <i>mad, angry, furious</i>) in context.</p>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">2</p> <hr/> <p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Selected Response Constructed Response Technology Enhanced</p> <hr/> <p style="text-align: center;"><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>



## Grade 2 English Language Arts

Reading		2.R.1.B.g
<b>1</b> <b>B</b> <b>MLS</b> <b>g</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: recognizing that some words have literal and non-literal meanings	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop an understanding of vocabulary by recognizing that some words have literal and nonliteral meanings (e.g., idioms—<i>take steps, drop of a hat</i>) through context.</p>		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading		2.R.1.B.h
<b>1 B MLS h</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will develop an understanding of vocabulary by using conversational words and phrases in reading (e.g., <i>C'mon, Hey, See ya</i>).</p> <p>The student will develop an understanding of vocabulary by using general academic words and phrases in reading (e.g., <i>describe, explain, sort, circle, title, author, answer, table of contents</i>).</p> <p>The student will develop an understanding of vocabulary by using domain-specific words and phrases in reading (e.g., <i>community, habitat, region, key, measure</i>).</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Domain-specific: vocabulary specific to a particular field of study (science, social studies, math)		

## Grade 2 English Language Arts

Reading		2.R.1.C.a
<b>1</b> <b>C</b> <b>MLS</b> <b>a</b>	<b>Develop and apply skills to the reading process.</b> <b>Making Connections</b> Determine the relevant connections between: text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction)	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will make relevant connections between ideas among texts.  The student will make connections by determining the similarities and differences regarding information and relationships among texts.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Related texts may include: books by the same author, nonfiction and fiction with a similar topic, same story from different cultural perspectives, different genres, and poetry to a narrative text or informational text. Examples: comparing and contrasting character traits, setting, author’s purpose, etc. from more than one text		

## Grade 2 English Language Arts

Reading		2.R.1.C.b
<b>1</b> <b>C</b> <b>MLS</b> <b>b</b>	<b>Develop and apply skills to the reading process.</b> <b>Making Connections</b> Determine the relevant connections between: text to world (text ideas regarding experiences in the world)	
<u><b>Expectation Unwrapped</b></u>  The student will determine relevant connections between text ideas and experiences in the world.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 3</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u>            Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction             Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Lends itself well to inquiry-based learning or project-based learning within the classroom Example: relating a story about a president with a current election		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading		2.R.1.D.a
<b>1</b> <b>D</b> <b>MLS</b> <b>a</b>	<b>Develop and apply skills to the reading process.</b> <b>Independent Text</b> Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will independently read developmentally appropriate texts for multiple purposes over sustained periods of time.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u><b>Sample Stems</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		
Not assessable on a large scale Multiple purposes may include enjoyment, research, or gaining information. Sustained periods—build students’ reading stamina over time		

## Grade 2 English Language Arts

Reading		2.R.1.D.b
<b>1</b> <b>D</b> <b>MLS</b> <b>b</b>	<b>Develop and apply skills to the reading process.</b> <b>Independent Text</b> Read independently for multiple purposes over sustained periods of time by: producing evidence of reading	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will produce evidence of independent reading for multiple purposes over sustained periods of time.  The student will read independently for multiple purposes over sustained periods of time.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Evidence may include reading-response journals, reading logs, book reports, book talks, or Socratic seminars.		

## Grade 2 English Language Arts

Reading		2.R.2.A.a
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>a</b>	describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will read, infer, analyze, and/or draw conclusions to describe the setting of a literary text.		3
The student will read, infer, analyze, and/or draw conclusions to describe the problems and solutions of a literary text.		<b><u>Item Format</u></b>
The student will read, infer, analyze, and/or draw conclusions to describe the sequence of events (plot) of a literary text.		Selected Response Constructed Response Technology Enhanced
The student will read, infer, analyze, and/or draw conclusions to describe a big idea or moral lesson of a literary text.		<b><u>Text Types</u></b>
The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Include a variety of literary texts.		
Infer: to derive by reasoning; to conclude or judge from evidence		
Analyze: to study or examine carefully		
Drawing conclusions: using information that is implied or inferred to make meaning out of what is not clearly stated		

## Grade 2 English Language Arts

Reading		2.R.2.A.b
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>b</b>	describe the main characters in works of fiction, including their traits, motivations, and feelings	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, analyze, and/or draw conclusions to describe the main characters' traits, motivations for an action, and feelings in a work of fiction.</p> <p>The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.</p>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Character traits: e.g., personality, physical appearance, speech, behavior/actions, thoughts/feelings, interactions with other characters		



## Grade 2 English Language Arts

Reading		2.R.2.A.c
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>C</b>	compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, analyze, and/or draw conclusions to compare and contrast the characters of different versions of the same story.</p> <p>The student will read, infer, analyze, and/or draw conclusions to compare and contrast the settings of different versions of the same story.</p> <p>The student will read, infer, analyze, and/or draw conclusions to compare and contrast the sequence of events of different versions of the same story.</p> <p>The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.</p>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Examples: Fairy-tale unit with <i>Cinderella</i> from different cultures; different versions of Aesop’s fables		

## Grade 2 English Language Arts

Reading		2.R.2.A.d
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>d</b>	describe cause-and-effect relationships	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, analyze, and/or draw conclusions to describe cause-and-effect relationships in text.</p> <p>The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.</p>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading		2.R.2.A.e
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>e</b>	explain how the story changes based on who is telling the story	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, analyze, and/or draw conclusions to explain how the story changes based on who is telling the story in text.</p> <p>The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.</p>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading		2.R.2.A.f
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>f</b>	compare and contrast the differences in points of view of characters and how stories are narrated	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, analyze, and/or draw conclusions to compare and contrast the differences in points of view of characters and how stories are narrated in text.</p> <p>The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.</p>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading		2.R.2.B.a
<b>2</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Poetry</b></p> <p>Read, infer, and draw conclusions to:</p> <p>describe how rhythm, rhyme, and repetition create imagery in poetry</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>The student will read, infer, analyze, and/or draw conclusions to describe how rhythm, rhyme, and repetition create imagery in poetry.</p> <p>The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: poetry
		<u><b>Sample Stems</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		
<p>Academic vocabulary to include <i>rhythm, rhyme, repetition, and imagery</i>.</p> <p>Imagery: language that appeals to the five senses: touch, taste, smell, sound, and sight; mental pictures evoked through use of either literal or figurative language</p> <p>Rhythm: the beat of sounds within the pattern</p> <p>Rhyme: pattern of repetition in two or more words that make similar sounds</p>		

## Grade 2 English Language Arts

Reading		2.R.2.B.b
<b>2</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Poetry</b></p> <p>Read, infer, and draw conclusions to: use onomatopoeia</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will read, infer, and draw conclusions to understand poetry with onomatopoeia.</p> <p>The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: poetry
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Onomatopoeia: e.g., <i>whoosh, splish-splash, click-clack</i></p>		

## Grade 2 English Language Arts

Reading		2.R.2.C.a
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>C</b>	<b>Drama</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>a</b>	identify characters, setting, acts, and scenes in plays	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will read, infer, and/or draw conclusions to identify characters in plays.		3
The student will read, infer, and/or draw conclusions to identify setting in plays.		<b><u>Item Format</u></b>
The student will read, infer, and/or draw conclusions to identify acts in plays.		Selected Response
The student will read, infer, and/or draw conclusions to identify scenes in plays.		Constructed Response
The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.		Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: drama
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
In classroom implementation, reader's theater could be used as a resource.		

## Grade 2 English Language Arts

Reading		2.R.2.C.b
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>C</b>	<b>Drama</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>b</b>	identify the elements of dialogue and use them in informal plays	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, and/or draw conclusions to identify the elements of dialogue in informal plays.</p> <p>The student will apply strategies using fiction, poetry, and drama texts from a variety of cultures and times.</p>		2
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: drama
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Dialogue: e.g., lines spoken by the actors; identification of character who is speaking		



## Grade 2 English Language Arts

Reading		2.R.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to:</p> <p>identify the main idea of sections of text and distinguish it from the topic</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will read, infer, and/or draw conclusions to identify the main idea of sections of text.</p> <p>The student will read, infer, and/or draw conclusions to distinguish the main idea from the topic of the text.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Examples:</p> <p>Topic: Habitats of snakes Main idea: Snakes live in many different habitats.</p> <p>Topic: George Washington Main Idea: George Washington was an important general.</p>		

## Grade 2 English Language Arts

Reading		2.R.3.A.b
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>A</b>	<b>Text Features</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>b</b>	demonstrate understanding by locating facts to answer and/or ask questions	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, and/or draw conclusions by using text features to locate facts to answer text-dependent questions.</p> <p>The student will read, infer, and/or draw conclusions by using text features to locate facts and ask text-dependent questions.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Text features: e.g., table of contents, electronic menu, index, glossary, captions, hyperlinks, subheadings, keywords, sidebars, bold print		

## Grade 2 English Language Arts

Reading		2.R.3.A.c
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>A</b>	<b>Text Features</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>C</b>	use text features to locate specific information	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will read, infer, and/or draw conclusions using text features to locate specific information.		3
The student will apply strategies using nonfiction texts from a variety of cultures and times.		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Text features: e.g., table of contents, electronic menu, index, glossary, captions, hyperlinks, subheadings, keywords, sidebars, bold print		

## Grade 2 English Language Arts

Reading		2.R.3.A.d
<b>3 A MLS d</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to: explain common graphic features to assist in the interpretation of text</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will read, infer, and/or draw conclusions to explain common graphic features to assist in the interpretation of text.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
		<p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p>Graphic features: e.g., photographs, drawings, maps, charts, diagrams, color, shading</p>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading		2.R.3.A.e
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>A</b>	<b>Text Features</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>e</b>	follow written multi-step directions	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, and/or draw conclusions, using text features, to follow written multi-step directions.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		2
		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
		<b><u>Text Types</u></b>
		<p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Text features: e.g., bulleted lists, electronic menus, keywords, sidebars		

## Grade 2 English Language Arts

Reading		2.R.3.A.f
<b>3</b> <b>A</b> <b>MLS</b> <b>f</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to: describe connections between and state the order of the events or ideas</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
<p>The student will read, infer, and/or draw conclusions to describe connections between events or ideas.</p> <p>The student will read, infer, and/or draw conclusions to state the order of the events or ideas.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading		2.R.3.B.a
<b>3</b>  <b>B</b>  <b>MLS</b>  <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: explain why a text is fiction or nonfiction</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
<p>The student will read, infer, and/or draw conclusions to explain why a text is fiction or nonfiction.</p> <p>The student will apply strategies using fiction and nonfiction texts from a variety of cultures and times.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
<p>To assess this standard, it will be necessary to use both fiction and nonfiction texts.</p>		

## Grade 2 English Language Arts

Reading		2.R.3.B.b
<b>3</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to:</p> <p>ask and answer questions to clarify meaning</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will read, infer, and/or draw conclusions to ask text-dependent questions to clarify meaning.</p> <p>The student will read, infer, and/or draw conclusions to answer text-dependent questions to clarify meaning.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>



## Grade 2 English Language Arts

Reading		2.R.3.B.c
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>B</b>	<b>Literary Techniques</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>C</b>	explain examples of sensory details	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will read, infer, and/or draw conclusions to explain examples of sensory details.		2
The student will apply strategies using nonfiction texts from a variety of cultures and times.		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Sensory details: language that appeals to the five senses Examples of sensory details in nonfiction texts: textures, temperatures, climates, terrain		

## Grade 2 English Language Arts

Reading		2.R.3.C.a
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>C</b>	<b>Text Structures</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>a</b>	explain main ideas and supporting details	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will read, infer, and/or draw conclusions to explain main ideas.		3
The student will read, infer, and/or draw conclusions in text to explain details that support the main ideas.		<b><u>Item Format</u></b>
The student will apply strategies using nonfiction texts from a variety of cultures and times.		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Text frameworks may include compare/contrast, cause/effect, chronological, and problem/solution.		

## Grade 2 English Language Arts

Reading		2.R.3.C.b
<b>3</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to:</p> <p>describe the connection between events and retell the sequence of events</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will read, infer, and/or draw conclusions to describe the connection between events.</p> <p>The student will read, infer, and/or draw conclusions to retell the sequence of events.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Text frameworks may include compare/contrast, cause/effect, chronological, and problem/solution.		

## Grade 2 English Language Arts

Reading		2.R.3.C.c
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>C</b>	<b>Text Structures</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>C</b>	describe the connection between and identify problems and solutions	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
The student will read, infer, and/or draw conclusions to identify problems and solutions.		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
The student will read, infer, and/or draw conclusions to describe the connection between problems and solutions.		
The student will apply strategies using nonfiction texts from a variety of cultures and times.		
<b><u>Text Types</u></b>		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Text frameworks may include compare/contrast, cause/effect, chronological, and problem/solution.		

## Grade 2 English Language Arts

Reading		2.R.3.C.d
<b>3</b> <b>C</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to: identify the author’s purpose</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will read, infer, and/or draw conclusions to identify the author’s purpose.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Focus should be given to <i>how</i> the student knows what the author’s purpose is (see 1.R.3.C.d)</p> <p>Author’s purpose: what an author wishes to accomplish in communicating with the audience (e.g., entertain, inform, persuade)</p>		

## Grade 2 English Language Arts

Reading		2.R.3.C.e
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>C</b>	<b>Text Structures</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>e</b>	compare and contrast the most important points presented by text on the same topic	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will read, infer, and/or draw conclusions in text to compare and contrast the most important points presented by more than one text on the same topic.</p> <p>The student will apply strategies using nonfiction texts from a variety of cultures and times.</p>		3
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading		2.R.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b> <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: explaining purposes of media	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will read to develop an understanding of media and its components by explaining the purposes of media.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u><b>Sample Stems</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		
To build upon the grade 1 standard, students should be able to explain the difference between media for informational and entertainment purposes (see 1.R.4.A.a). Media literacy: the ability to understand, analyze, and evaluate media Media: the means (e.g., print, broadcast, digital) through which a message is conveyed (e.g., advertisements, newspapers, radio programs)		

## Grade 2 English Language Arts

Reading		2.R.4.A.b
<b>4 A MLS b</b>	<p><b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b></p> <p><b>Digital and Media Literacy</b></p> <p>Read to develop an understanding of media and its components by: describing techniques used to create media messages</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will read to develop an understanding of media and its components by describing techniques used to create media messages.</p>		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<b><u>Text Types</u></b>
		<p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Example: Students are reading a digital text about whales. There is an audio clip that allows students to hear the sound of the whale. Students explain how the audio clip adds to their understanding of whales.</p> <p>Media messages: e.g., sounds, graphics</p>		



## Grade 2 English Language Arts

Reading		2.R.4.A.c
<b>4</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b> <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: identifying various written conventions for using digital media	
<u><b>Expectation Unwrapped</b></u>  The student will read to develop an understanding of media and its components by identifying various written conventions for using digital media.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 1</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u>            Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction             Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Leading to 3.R.4.A.c, focus may be on formal versus informal conventions. Digital media: e.g., email, websites, video games, texts		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading Foundations		2.RF.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Understand how English is written and read (Start of Reading Foundations).</b> <b>Print Awareness</b> Develop print awareness in the reading process by: understanding that sentences are organized into paragraphs to convey meaning	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will develop print awareness in the reading process by understanding that sentences are organized into paragraphs to convey meaning.</p>		<b><u>DOK Ceiling</u></b> 1
		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
<p>The student will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including single letters in text.</p> <p>The student will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including consonant blends in text.</p> <p>The student will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including consonant and vowel digraphs in text.</p> <p>The student will develop phonics in the reading process by decoding multisyllabic words in context by applying common letter-sound correspondences including vowel diphthongs in text.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<p>Decoding: the process that a reader uses to recognize new words and meanings (e.g., phonics, word patterns, structural analysis, context clues)            Consonant blends: e.g., <i>thr, spl</i>            Consonant and vowel digraphs: two letters that make one sound (e.g., <i>ng, ph, ie, ew</i>)            Vowel diphthongs: a single sound made by two vowels (e.g., <i>ou, oi</i>)</p>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: distinguishing long and short vowels when reading regularly spelled one-syllable words	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
The student will develop phonics in the reading process by distinguishing long and short vowels when reading regularly spelled one-syllable words in text.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u><b>Sample Stems</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.c
<b>3</b>	<b>Understand how English is written and read.</b>	
<b>A</b>	<b>Phonics</b>	
<b>MLS</b>	Develop phonics in the reading process by:	
<b>C</b>	decoding regularly spelled two-syllable words with long vowels	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
The student will develop phonics in the reading process by decoding regularly spelled two-syllable words with long vowels in text.		1
		<b><u>Item Format</u></b>
		Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
		Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.d
<b>3</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: decoding words with vowel diphthongs	
<u><b>Expectation Unwrapped</b></u> The student will develop phonics in the reading process by decoding words with vowel diphthongs in text.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 1</p> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <p style="text-align: center;"><u><b>Text Types</b></u>            Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction            Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<u><b>Content Limits/Assessment Boundaries</b></u> Vowel diphthongs: e.g., <i>oi</i> , <i>oy</i>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.e
<b>3</b> <b>A</b> <b>MLS</b> <b>e</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: decoding words with vowel digraphs	
<u><b>Expectation Unwrapped</b></u> The student will develop phonics in the reading process by decoding words with vowel digraphs in text.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 1</p> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <p style="text-align: center;"><u><b>Text Types</b></u>            Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction            Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<u><b>Content Limits/Assessment Boundaries</b></u> Vowel digraphs: e.g., <i>ee, oo, ea, ou, ow, ie</i>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.f
<b>3</b> <b>A</b> <b>MLS</b> <b>f</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: reading words with common prefixes and suffixes	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
The student will develop phonics in the reading process by reading words with common prefixes and suffixes in text.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u><b>Sample Stems</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		
Common prefixes and suffixes: e.g., <i>un-</i> , <i>dis-</i> , <i>-ly</i> , <i>-less</i>		



## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.g
<b>3</b> <b>A</b> <b>MLS</b> <b>g</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: using contractions	
<u><b>Expectation Unwrapped</b></u>  The student will develop phonics in the reading process by using contractions in text.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.h
<b>3</b> <b>A</b> <b>MLS</b> <b>h</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels	
<u><b>Expectation Unwrapped</b></u>  The student will develop phonics in the reading process by using common syllable patterns to decode words including r-controlled vowels in text.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  r-controlled vowels: e.g., <i>er, ir, ur, ar, or</i>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.i
<b>3</b> <b>A</b> <b>MLS</b> <b>i</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: reading irregularly spelled high-frequency words	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
The student will develop phonics in the reading process by reading irregularly spelled high-frequency words in text.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
		<u><b>Sample Stems</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		
Irregularly spelled high-frequency words: e.g., <i>through, thought</i>		

## Grade 2 English Language Arts

Reading Foundations		2.RF.3.A.j
<b>3</b> <b>A</b> <b>MLS</b> <b>j</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text	
<u><b>Expectation Unwrapped</b></u>  The student will develop phonics in the reading process by demonstrating decoding skills when reading new words in a text.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  Classroom assessment may include running records, observation checklists, and oral reading assessments. Not assessable on a large scale		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Reading Foundations		2.RF.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Understand how English is written and read.</b> <b>Fluency</b> Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will read appropriate texts with fluency with a purpose in mind.  The student will read appropriate texts with fluency with comprehension in mind.  The student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Locally assessed Proficiency based on district benchmarks Fluency includes rate, accuracy, expression, and appropriate phrasing.		

## Grade 2 English Language Arts

Writing		2.W.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Prewriting</b> Follow a writing process to plan a first draft by: brainstorming and recording key ideas using a graphic organizer	
<u><b>Expectation Unwrapped</b></u>  The student will follow a writing process by brainstorming ideas for writing.  The student will follow a writing process by recording key ideas using a graphic organizer to plan a first draft.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Use a variety of graphic organizers based on genre of writing (e.g., Venn diagram, T-chart, fishbone). Not assessable on a large scale Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Brainstorming: e.g., drawing, listing		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.1.B.a
<b>1</b> <b>B</b> <b>MLS</b> <b>a</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Draft</b> Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into clear and coherent sentences	
<u><b>Expectation Unwrapped</b></u>  The student will use a graphic organizer from prewriting to develop a draft appropriate to genre type, with ideas sequenced into clear and coherent sentences.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Refer to 2.W.2.A.c for genre-specific standards. Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.1.B.b
<b>1</b> <b>B</b> <b>MLS</b> <b>b</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Draft</b> Appropriate to genre type, develop a draft from prewriting by: generating paragraphs with one main idea	
<u><b>Expectation Unwrapped</b></u>  The student will use a graphic organizer from prewriting to draft paragraphs with one main idea appropriate to genre type.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Leads to 3.R.1.B.b. Grade 2 students are not necessarily required to have fully developed paragraphs with indentation and topic sentences. Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>



## Grade 2 English Language Arts

Writing		2.W.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>C</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Draft</b> Appropriate to genre type, develop a draft from prewriting by: creating evidence of a beginning, middle, and end	
<u><b>Expectation Unwrapped</b></u>  The student will develop a draft from prewriting with evidence of a beginning, middle, and end appropriate to genre type.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 3</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.1.B.d
<b>1</b> <b>B</b> <b>MLS</b> <b>d</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Draft</b> Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience	
<u><b>Expectation Unwrapped</b></u>  The student will develop a draft from prewriting, addressing an audience appropriate to the genre.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 3</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.1.C.a
<b>1</b> <b>C</b> <b>MLS</b> <b>a</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Revise/Edit</b> Reread, revise, and edit drafts with assistance from adults/peers to: strengthen writing as needed by revising	
<u><b>Expectation Unwrapped</b></u> The student will strengthen writing as needed by revising with assistance from adults/peers.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u> Revising: the part of writing and preparing quality presentations concerned with strengthening and reworking the content of a text relative to task, purpose, and audience. Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Examples of revising: strong beginning, middle, end; word choice; sentence structure; voice; deletion of unnecessary words, phrases, or sections		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.1.C.b
<b>1</b> <b>C</b> <b>MLS</b> <b>b</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Revise/Edit</b> Reread, revise, and edit drafts with assistance from adults/peers to: edit for language conventions	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will strengthen writing as needed by editing for language conventions with assistance from adults/peers.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Editing: a step in the writing process in which the writer polishes the piece of writing, taking into account the needs of the reading audience; the writer edits for the conventions of spelling, grammar, punctuation, capitalization; the focus is on the final product Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Conventions: e.g., spelling, grammar, punctuation, capitalization		

## Grade 2 English Language Arts

Writing		2.W.1.D.a
<b>1</b> <b>D</b> <b>MLS</b> <b>a</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Produce/Publish and Share Writing</b> With assistance from adults/peers: use a variety of conventional/digital tools to produce and publish writing	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will use a variety of conventional/digital tools to produce and publish writing with assistance from adults/peers.</p>		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Not assessable on a large scale            Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.            Conventional/digital tools: e.g., paper/pencil, computer</p>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Writing		2.W.1.D.b
<b>1</b> <b>D</b> <b>MLS</b> <b>b</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Produce/Publish and Share Writing</b> With assistance from adults/peers: introduce keyboarding skills	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 1
The student will be introduced to keyboarding skills to produce/publish and share writing with assistance from adults/peers.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
This is an introductory-level skill. Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		

## Grade 2 English Language Arts

Writing		2.W.2.A.a
<b>2</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: introduce a topic or text being studied, using complete sentences	
<u><b>Expectation Unwrapped</b></u>  The student will use complete sentences to introduce an opinion related to a topic or text being studied.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.2.A.b
<b>2</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: state an opinion about the topic or text and provide reasons for the opinion	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>The student will state an opinion about a topic or text in an opinion text appropriate for audience and purpose.</p> <p>The student will write an opinion text providing reasons for the opinion.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>



## Grade 2 English Language Arts

Writing		2.W.2.A.c
<b>2</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: use specific words that are related to the topic and audience	
<u><b>Expectation Unwrapped</b></u>  The student will write opinion texts using specific words that are related to the topic and audience.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.2.A.d
<b>2</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: use linking/transition words and phrases to signal event order	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will write opinion texts using linking/transition words and phrases to signal event order.</p>		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.            Words/phrases to signal event order: e.g., <i>because, also, finally</i></p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>

## Grade 2 English Language Arts

Writing		2.W.2.A.e
<b>2</b> <b>A</b> <b>MLS</b> <b>e</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: provide evidence of a beginning, middle, and concluding statement or section	
<u><b>Expectation Unwrapped</b></u>  The student will write opinion texts for audience and purpose that provide evidence of a beginning, middle, and concluding statement or section.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 3</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.2.B.a
<b>2</b> <b>B</b> <b>MLS</b> <b>a</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Informative/Explanatory</b> Write informative/explanatory texts that: introduce a topic or text being studied, using complete sentences	
<u><b>Expectation Unwrapped</b></u>  The student will write informative, explanatory texts for audience and purpose, introducing a topic or text being studied and using complete sentences.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Informative writing: writing that conveys factual information Explanatory writing: writing using procedures and processes to convey information Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.2.B.b
<b>2 B MLS b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that:</p> <p>use facts and definitions to develop points in generating paragraphs</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will write informative/explanatory texts for audience and purpose using facts and definitions to develop points in generating paragraphs.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<p>See note on 2.W.B.a</p> <p>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</p> <p>Informative writing: writing that conveys factual information</p> <p>Explanatory writing: writing using procedures and processes to convey information</p> <p>Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing</p>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Writing		2.W.2.B.c
<b>2</b> <b>B</b> <b>MLS</b> <b>C</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Informative/Explanatory</b> Write informative/explanatory texts that: use specific words that are related to the topic and audience	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will write informative/explanatory text using specific words that are related to the topic and audience.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
See note on 2.W.B.a Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Informative writing: writing that conveys factual information Explanatory writing: writing using procedures and processes to convey information Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing		

## Grade 2 English Language Arts

Writing		2.W.2.B.d
<b>2 B MLS d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: use linking words and phrases to signal event order</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will write informative/explanatory texts for audience and purpose using linking words and phrases to signal event order.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>See note on 2.W.B.a Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Informative writing: writing that conveys factual information Explanatory writing: writing using procedures and processes to convey information Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing</p>		

## Grade 2 English Language Arts

<b>Writing</b>		<b>2.W.2.B.e</b>
<b>2 B MLS e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: create a concluding statement or paragraph</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will write informative/explanatory texts for audience and purpose creating a concluding statement or paragraph.</p>		3
		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Text Types</u></b>
<p>See note on 2.W.B.a Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Informative writing: writing that conveys factual information Explanatory writing: writing using procedures and processes to convey information Informative/explanatory texts: e.g., scientific and historical reports, summaries, memos, expository writing</p>		<b><u>Sample Stems</u></b>



## Grade 2 English Language Arts

Writing		2.W.2.C.a
<b>2</b> <b>C</b> <b>MLS</b> <b>a</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: establish a situation/topic based on the student’s experience or imagination	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will write fiction or nonfiction narratives for audience and purpose, establishing a situation/topic based on the student’s experience or imagination.  The student will write poems establishing a situation/topic based on the student’s experience or imagination.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Narrative: conveys experience, either real or imaginary, and uses time as its deep structure; relates a story or a personal essay; can be used for many purposes, such as to inform, describe, instruct, persuade, or entertain Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		

## Grade 2 English Language Arts

Writing		2.W.2.C.b
<b>2</b> <b>C</b> <b>MLS</b> <b>b</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: introduce a main character and setting	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
<p>The student will write fiction or nonfiction narratives for audience and purpose, introducing a main character and setting.</p> <p>The student will write fiction or nonfiction poems for audience and purpose, introducing a main character and setting.</p>		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
See note on 2.W.2.C.a		

## Grade 2 English Language Arts

Writing		2.W.2.C.c
<b>2</b> <b>C</b> <b>MLS</b> <b>c</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: develop sensory details	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will write fiction or nonfiction narratives for audience and purpose, developing sensory details.  The student will write fiction or nonfiction poems for audience and purpose, developing sensory details.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
See note on 2.W.2.C.a Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Sensory details: language that appeals to the five senses		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.2.C.d
<b>2</b> <b>C</b> <b>MLS</b> <b>d</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: follow a logical sequence of events using complete sentences to create a beginning/middle/end	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will write fiction or nonfiction narratives for audience and purpose, following a logical sequence of events using complete sentences to create a beginning/middle/end.  The student will write fiction or nonfiction poems for audience and purpose, following a logical sequence of events using complete sentences to create a beginning/middle/end.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
See note on 2.W.2.C.a Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.2.C.e
<b>2</b> <b>C</b> <b>MLS</b> <b>e</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: use linking/transition words to signal event order	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will write fiction or nonfiction narratives for audience and purpose using linking/transition words to signal event order.  The student will write fiction or nonfiction poems for audience and purpose using linking/transition words to signal event order.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
See note on 2.W.2.C.a Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Linking/transition words: e.g., <i>then</i> , <i>after</i> , <i>next</i>		

## Grade 2 English Language Arts

Writing		2.W.2.C.f
<b>2</b> <b>C</b> <b>MLS</b> <b>f</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: use specific words that are related to the topic and audience	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 3
The student will write fiction or nonfiction narratives for audience and purpose, using specific words that are related to the topic and audience.  The student will write fiction or nonfiction poems for audience and purpose, using specific words that are related to the topic and audience.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Text Types</b></u>
See note on 2.W.2.C.a Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Gather, analyze, evaluate and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: generate a list of open-ended questions about topics of interest	
<u><b>Expectation Unwrapped</b></u>  The student will apply the research process by generating a list of open-ended questions about topics of interest.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Not assessable on a large scale Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Gather, analyze, evaluate and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: create an individual question about a topic	
<u><b>Expectation Unwrapped</b></u>  The student will apply the research process by creating an individual question about a topic.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 3</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Not assessable on a large scale Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>



## Grade 2 English Language Arts

Writing		2.W.3.A.c
<b>3</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Gather, analyze, evaluate and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: use own question to find information on a topic	
<u><b>Expectation Unwrapped</b></u>  The student will apply the research process using his/her own questions to find information on a topic from a variety of sources.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.3.A.d
<b>3</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Gather, analyze, evaluate and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: gather evidence from available sources, literary and informational	
<u><b>Expectation Unwrapped</b></u> The student will apply the research process by gathering evidence from a variety of available sources, literary and informational.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u> Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Gathering evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims that can be evaluated by others		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.3.A.e
<b>3</b> <b>A</b> <b>MLS</b> <b>e</b>	<b>Gather, analyze, evaluate and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: record basic information from literary and informational texts in simple visual format	
<u><b>Expectation Unwrapped</b></u>  The student will apply the research process by recording basic information from a variety of literary and informational texts in simple visual format.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres. Visual format: e.g., notes, charts, picture graphs, diagrams		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Writing		2.W.3.A.f
<b>3 A MLS f</b>	<p><b>Gather, analyze, evaluate and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>Apply research process to: present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will apply the research process by presenting information in written and oral reports or displays, using previously established teacher/student criteria.</p> <p>The student will apply the research process by evaluating information in written and oral reports or displays, using previously established teacher/student criteria.</p>		4
		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Correlates to 2.W.1.A–D. Writing process should be applied to all writing genres.</p>		

## Grade 2 English Language Arts

Language		2.L.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use nouns and pronouns in writing	
<u><b>Expectation Unwrapped</b></u>  The student will apply standard English grammar in speech and written form by using nouns and pronouns.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Students do not need to label words as nouns and pronouns. Focus is on using appropriate pronoun in place of a stated noun. Noun/pronoun example: <i>The dog ran. It ran fast.</i>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.A.b
<b>1</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use collective nouns	
<u><b>Expectation Unwrapped</b></u>  The student will apply standard English grammar in speech and written form by using collective nouns.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Collective noun: a noun that in the singular denotes a number of separate persons or things; a name that in the singular denotes a collection (e.g., flock, herd, class)		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use common irregular nouns	
<u><b>Expectation Unwrapped</b></u>  The student will apply standard English grammar in speech and written form by using common irregular nouns.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Common irregular noun: noun that becomes plural with spelling changes other than adding “s” or “es” to the end of the word (e.g., <i>children, geese, mice</i> )		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.A.d
<b>1</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use reflexive pronouns	
<u><b>Expectation Unwrapped</b></u>  The student will apply standard English grammar in speech and written form by using reflexive pronouns.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Reflexive pronouns: myself, yourself, herself, himself, itself, ourselves, yourselves, and themselves A reflexive pronoun is used when the same person or thing is both the subject and object of a sentence. Example: <i>John pinched himself.</i> (The reflexive pronoun <i>himself</i> tells us that John did something to John.)		<u><b>Sample Stems</b></u>



## Grade 2 English Language Arts

Language		2.L.1.A.e
<b>1</b> <b>A</b> <b>MLS</b> <b>e</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use regular verbs	
<u><b>Expectation Unwrapped</b></u>  The student will apply standard English grammar in speech and written form by using regular verbs.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.A.f
<b>1</b> <b>A</b> <b>MLS</b> <b>f</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use helping verbs with regular verbs	
<u><b>Expectation Unwrapped</b></u>  The student will apply standard English grammar in speech and written form by using helping verbs with regular verbs.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Helping verbs with regular verbs: e.g., <i>has jumped, can jump, will jump</i>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.A.g
<b>1</b> <b>A</b> <b>MLS</b> <b>g</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use adjectives and adverbs in sentences	
<u><b>Expectation Unwrapped</b></u> The student will apply standard English grammar in speech and written form by using adjectives in sentences. The student will apply standard English grammar in speech and written form by using adverbs in sentences.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u> Adjective: words that describe nouns Adverbs: words that describe a verb (e.g., <i>slowly</i> in “slowly walked”)		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.A.h
<b>1 A MLS h</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Grammar</b></p> <p>In speech and written form, apply standard English grammar to: produce simple declarative, imperative, exclamatory, and interrogative sentences</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
<p>The student will apply standard English grammar in speech and written form by producing simple declarative sentences (<i>statements</i>).</p> <p>The student will apply standard English grammar in speech and written form by producing simple imperative sentences (<i>commands</i>).</p> <p>The student will apply standard English grammar in speech and written form by producing simple exclamatory sentences (<i>exclamations</i>).</p> <p>The student will apply standard English grammar in speech and written form by producing simple interrogative sentences (<i>questions</i>).</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Students are not required to use the academic terms <i>declarative</i>, <i>imperative</i>, <i>exclamatory</i>, and <i>interrogative</i>. The focus is on writing rather than identifying sentence types.</p>		

## Grade 2 English Language Arts

Language		2.L.1.B.a
<b>1</b> <b>B</b> <b>MLS</b> <b>a</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: write legibly (print, cursive)	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
The student will write text legibly in print.  The student will write text legibly in cursive.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
Not assessed on a large scale Cursive writing is introduced in grade 2.		

## Grade 2 English Language Arts

Language		2.L.1.B.b
<b>1</b> <b>B</b> <b>MLS</b> <b>b</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: use dialogue that contains quotation marks	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will use dialogue that contains quotation marks in written text.</p>		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Correlates with 3.L.1.B.c (Grade 2 is introductory. Students are not required to use commas or other conventions associated with dialogue.)</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>

## Grade 2 English Language Arts

Language		2.L.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>C</b>	<p>Communicate using conventions of English language.</p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>use apostrophes correctly for contractions</p>	
<u><b>Expectation Unwrapped</b></u>		<u><b>DOK Ceiling</b></u> 2
The student will use apostrophes correctly for contractions in written text.		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>
This includes regular (e.g., <i>isn't</i> , <i>it's</i> ) and irregular (e.g., <i>won't</i> ) contractions.		

## Grade 2 English Language Arts

Language		2.L.1.B.d
<b>1 B MLS d</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>capitalize weeks, days, months, holidays</p>	
<p><u><b>Expectation Unwrapped</b></u></p> <p>The student will capitalize weeks, days, months, and holidays in written text.</p>		<p><u><b>DOK Ceiling</b></u></p> <p>2</p>
		<p><u><b>Item Format</b></u></p> <p>Selected Response Constructed Response Technology Enhanced</p>
		<p><u><b>Text Types</b></u></p>
<p><u><b>Content Limits/Assessment Boundaries</b></u></p>		<p><u><b>Sample Stems</b></u></p>



## Grade 2 English Language Arts

Language		2.L.1.B.e
<b>1</b> <b>B</b> <b>MLS</b> <b>e</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: capitalize abbreviated titles of people	
<u><b>Expectation Unwrapped</b></u>  The student will capitalize abbreviated titles of people in written text.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Abbreviated titles of people: e.g., Mr., Ms., Mrs., Dr.		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.B.f
<b>1</b> <b>B</b> <b>MLS</b> <b>f</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: spell words using irregular spelling patterns	
<u><b>Expectation Unwrapped</b></u>  The student will spell words using irregular spelling patterns in written text.		<u><b>DOK Ceiling</b></u> <b>2</b>
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Irregular spelling patterns: e.g., <i>said, does</i>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.B.g
<b>1</b> <b>B</b> <b>MLS</b> <b>g</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: spell and use the plural of nouns by adding <i>-es</i> to nouns ending in <i>-s</i> , <i>-ss</i> , <i>-sh</i> , <i>-ch</i> , or <i>-x</i>	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will spell and use the plural of nouns by adding <i>-es</i> to nouns ending in <i>-s</i>, <i>-ss</i>, <i>-sh</i>, <i>-ch</i>, or <i>-x</i> in written text.</p>		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Language		2.L.1.B.h
<b>1</b> <b>B</b> <b>MLS</b> <b>h</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: use nouns that change their spelling in plural form	
<u><b>Expectation Unwrapped</b></u>  The student will use nouns that change their spelling in plural form in written text.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Plural form changes: e.g., <i>man</i> → <i>men</i> , <i>child</i> → <i>children</i>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Language		2.L.1.B.i
<b>1</b> <b>B</b> <b>MLS</b> <b>i</b>	<b>Communicate using conventions of English language.</b> <b>Punctuation, Capitalization, Spelling</b> In written text: arrange words in alphabetical order to the second letter	
<u><b>Expectation Unwrapped</b></u>  The student will arrange words in alphabetical order to the second letter in written text.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 1</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>                      Selected Response                      Constructed Response                      Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Speaking/Listening		2.SL.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Listen for a purpose.</b> <b>Purpose</b> Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules	
<u><b>Expectation Unwrapped</b></u>  The student will develop and apply effective listening skills and strategies by listening for a purpose in formal and informal settings by following classroom listening rules.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 1</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Formal settings: e.g., presentations Informal settings: e.g., conversations		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Speaking/Listening		2.SL.1.A.b
<b>1</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Listen for a purpose.</b> <b>Purpose</b> Develop and apply effective listening skills and strategies in formal and informal settings by: following three-step instructions, according to classroom expectations	
<u><b>Expectation Unwrapped</b></u>  The student will develop and apply effective listening skills and strategies to listen for a purpose in formal and informal settings by following three-step instructions, according to classroom expectations.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Constructed Response Technology Enhanced
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Speaking/Listening		2.SL.2.A.a
<b>2</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Listen for entertainment.</b></p> <p><b>Entertainment</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening, according to classroom expectations</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 2
<p>The student will develop and apply effective listening skills and strategies to listen for entertainment in formal and informal settings by demonstrating active listening according to classroom expectations.</p>		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Active listening: e.g., demonstrating concern; paraphrasing to show understanding; nodding, eye contact; verbal affirmations such as “I see” or “Sure”</p>		



## Grade 2 English Language Arts

Speaking/Listening		2.SL.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Speak effectively in collaborative discussions.</b> <b>Collaborative Discussions</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by: taking turns in discussion with a shoulder partner, according to classroom expectations	
<u><b>Expectation Unwrapped</b></u>  The student will speak clearly and to the point in collaborative discussions, using conventions of language when presenting individually or with a group by taking turns in discussion with a shoulder partner, according to classroom expectations.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 2</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Not assessable on a large scale District-level student expectations for the classroom		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Speaking/Listening		2.SL.3.A.b
<b>3 A MLS b</b>	<p><b>Speak effectively in collaborative discussions.</b></p> <p><b>Collaborative Discussions</b></p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by: confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will speak clearly and to the point in collaborative discussions, using conventions of language when presenting individually or with a group by confirming comprehension of read-alouds and independent reading by retelling.</p> <p>The student will speak clearly and to the point in collaborative discussions, using conventions of language when presenting individually or with a group by confirming comprehension of read-alouds and independent reading by asking appropriate questions.</p>		2
		<b><u>Item Format</u></b>
		<p>Selected Response Constructed Response Technology Enhanced</p>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<p>Not assessable on a large scale Other opportunities for assessment: observation checklists</p>		

## Grade 2 English Language Arts

Speaking/Listening		2.SL.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience.</p>		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced
		<b><u>Text Types</u></b>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> Not assessable on a large scale		<b><u>Sample Stems</u></b>

## Grade 2 English Language Arts

Speaking/Listening		2.SL.4.A.b
<b>4</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: recalling and telling a story with details, including a beginning, middle, and end	
<u><b>Expectation Unwrapped</b></u>  The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by recalling and telling a story with details, including a beginning, middle, and end.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 2</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Not assessable on a large scale		<u><b>Sample Stems</b></u>

## Grade 2 English Language Arts

Speaking/Listening		2.SL.4.A.c
<b>4</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using academic language and conventions	
<u><b>Expectation Unwrapped</b></u>  The student will speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using academic language and conventions.		<p style="text-align: center;"><u><b>DOK Ceiling</b></u> 2</p> <hr/> <p style="text-align: center;"><u><b>Item Format</b></u>            Selected Response            Constructed Response            Technology Enhanced</p> <hr/> <p style="text-align: center;"><u><b>Text Types</b></u></p>
<u><b>Content Limits/Assessment Boundaries</b></u>  Not assessable on a large scale		<u><b>Sample Stems</b></u>