

2nd Grade Sunshine State Standards for Reading/Language Arts

Correlation with Daily 5, CAFÉ, Growing Readers, and Reading with Meaning

Planned order of introduction (month)	Benchmark	Descriptor	Body Of Knowledge	Idea	Daily 5 Practice	CAFÉ Strategies	Growing Readers	Reading with Meaning	My Notes
01					Building Stamina and learning the D5 choices 3 Ways to Read a Book	CAFÉ – Accuracy and Comprehension – Use the pictures, Retell the story	Chapter 4 - Readers Build Good Habits	Chapter 2 – In September, Chapter 3 – Readers’ Workshop: Real Reading from the Start	Establishing procedures for D5
01	LA.2.1.6.2	The student will listen to, read, and discuss familiar and conceptually challenging text;	Reading Process	Vocabulary Development	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Fluency and Expand Vocabulary – Voracious Reading	Chapter 4 – Readers Build Good Habits	Chapter 3 – Readers’ Workshop: Real Reading from the Start	Establishing procedures for D5
01	LA.2.6.2.4	The student will record the authors and titles of works.	Information and Media Literacy	Research Process	D5 – Read to Self, Read to Someone, Listen to Reading (AR Reading log)	CAFÉ – Fluency and Expand Vocabulary - Voracious reading	Chapter 4 – Readers Build Good Habits	Chapter 2 – In September, Chapter 3 – Readers’ Workshop: Real Reading from the Start	Establishing procedures for D5
02	LA.2.2.1.1	The student will identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;	Literary Analysis	Fiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Fluency and Expand Vocabulary - Voracious Reading	Chapter 4 - Readers Build Good Habits	Chapter 4 – Settling In	Genre Study

Planned order of introduction (month)	Benchmark	Descriptor	Body Of Knowledge	Idea	Daily 5 Practice	CAFÉ Strategies	Growing Readers	Reading with Meaning	My Notes
02	LA.2.2.1.8	The student will select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.	Literary Analysis	Fiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Fluency - Read appropriate level texts that are a good fit	Chapter 4 - Readers Build Good Habits	Chapter 4 – Settling In	I PICK – teach Good Fit books after completing genre study
02	LA.2.2.2.3	The student will distinguish among a variety of text (e.g., reference, practical/functional); and	Literary Analysis	Nonfiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Fluency and Expand Vocabulary - Voracious reading	Chapter 4 - Readers Build Good Habits	Chapter 4 – Settling In	Genre study
02	LA.2.2.2.4	The student will select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.	Literary Analysis	Nonfiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Fluency - Read appropriate level texts that are a good fit	Chapter 4 - Readers Build Good Habits	Chapter 4 – Settling In	I PICK – teach Good Fit books after completing genre study
02	LA.2.5.2.3	The student will use increasingly complex language patterns and sentence structure when communicating; and	Communication	Listening and Speaking	D5 – Read to Someone Completed during mini lessons/read aloud/small group lessons		Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 3 – Readers’ Workshop: Real Reading from the Start	Establishing procedures for D5

Planned order of introduction (month)	Benchmark	Descriptor	Body Of Knowledge	Idea	Daily 5 Practice	CAFÉ Strategies	Growing Readers	Reading with Meaning	My Notes
02	LA.2.5.2.4	The student will listen politely to oral presentations by classmates.	Communication	Listening and Speaking	D5 – Read to Someone Completed during mini lessons/read aloud/small group lessons		Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 3 – Readers’ Workshop: Real Reading from the Start	Establishing procedures for D5
03	LA.2.1.4.1	The student will use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);	Reading Process	Phonics/Word Analysis	D5 – Word Work		Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.4.2	The student will apply knowledge of spelling patterns to identify syllables;	Reading Process	Phonics/Word Analysis	D5 – Word Work		Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.4.3	The student will decode phonetically regular one-syllable and multi-syllable words in isolation and in context;	Reading Process	Phonics/Word Analysis	D5 – Read to Self, Read to Someone	CAFÉ – Accuracy - Use beginning and ending sounds, Chunk letters and sounds together	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.4.4	The student will identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);	Reading Process	Phonics/Word Analysis	D5 – Word Work		Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.4.5	The student will recognize high frequency words;	Reading Process	Phonics/Word Analysis	D5 – Read to Self, Read to Someone	CAFÉ – Fluency - Practice common sight words and high frequency words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.4.6	The student will recognize common abbreviations;	Reading Process	Phonics/Word Analysis	D5 – Word Work, Work on Writing	CAFÉ – Expand Vocabulary - Use word parts to determine the meaning of words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.4.7	The student will recognize and correctly use regular and irregular plurals; and	Reading Process	Phonics/Word Analysis	D5 – Word Work, Work on Writing	CAFÉ – Expand Vocabulary - Use word parts to determine the meaning of words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies

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03	LA.2.1.4.8	The student will use self-correction when subsequent reading indicates an earlier misreading.	Reading Process	Phonics/Word Analysis	D5 – Read to Self, Read to Someone	CAFÉ – Accuracy - Cross checking, Flip the sound, Skip the word and come back	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.5.1	The student will apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;	Reading Process	Fluency	D5 – Read to Self, Read to Someone	CAFÉ – Accuracy - Blend sounds – stretch and reread	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.5.2	The student will identify high frequency phonetically irregular words in context; and	Reading Process	Fluency	D5 – Read to Self, Read to Someone	CAFÉ – Fluency - Practice common sight words and high frequency words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.5.3	The student will adjust reading rate based on purpose, text difficulty, form, and style.	Reading Process	Fluency	D5 – Read to Self, Read to Someone, Listen to Reading	CAFÉ – Fluency and Comprehension - Adjust and apply different reading rates to match text, Use punctuation to enhance phrasing and prosody, Reread Text, Backup and Reread	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.6.1	The student will use new vocabulary that is introduced and taught directly;	Reading Process	Vocabulary Development	D5 – Work on Writing	CAFÉ – Expand Vocabulary - Tune in to interesting words, Ask someone to define the word for you	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.6.3	The student will use context clues to determine meanings of unfamiliar words;	Reading Process	Vocabulary Development	D5 – Read to Self, Read to Someone, Listen to Reading	CAFÉ – Accuracy and Expand Vocabulary - Trade a word/guess a word that makes sense, Tune in to interesting words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.6.4	The student will categorize key vocabulary and identify salient features;	Reading Process	Vocabulary Development	D5 – Read to Self, Read to Someone	CAFÉ – Expand Vocabulary - Tune in to interesting words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.6.5	The student will relate new vocabulary to familiar words;	Reading Process	Vocabulary Development	D5 – Read to Self, Read to Someone	CAFÉ – Accuracy and Expand Vocabulary -Trade a word/guess a word that makes sense, Use prior knowledge and context to predict and confirm meaning	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies

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03	LA.2.1.6.6	The student will identify base (root) words and common prefixes to determine the meanings of prefixed words;	Reading Process	Vocabulary Development	D5 – Word Work, Work on Writing	CAFÉ – Expand Vocabulary - Use word parts to determine the meaning of words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.6.7	The student will identify antonyms, synonyms, and homophones;	Reading Process	Vocabulary Development	D5 – Word Work, Work on Writing	CAFÉ – Expand Vocabulary - Tune in to interesting words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.6.8	The student will determine the correct meaning of words with multiple meanings (e.g., mine) in context; and	Reading Process	Vocabulary Development	D5 – Word Work, Work on Writing	CAFÉ – Expand Vocabulary - Tune in to interesting words	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.6.9	The student will determine meanings of unfamiliar words by using a dictionary and digital tools.	Reading Process	Vocabulary Development	D5 – Word Work, Work on Writing	CAFÉ – Expand Vocabulary - Use dictionaries, thesauruses, and glossaries as tools, Ask someone to define the word for you	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
03	LA.2.1.7.1	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;	Reading Process	Reading Comprehension	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Accuracy, Comprehension and Expand Vocabulary –Use the picture, Use text features, Use pictures, illustrations, and diagrams	Chapter 5 – Readers Use Strategies to Figure Out Words	Chapter 4 – Settling In	Accuracy/Decoding Strategies
04	LA.2.1.7.3	The student will summarize information in text, including but not limited to main idea, supporting details, and connections between texts;	Reading Process	Reading Comprehension	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Summarize text, Retell the story, Check for Understanding	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Comprehension skills, graphic organizers and stickies as comprehension aids, test prep practice

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04	LA.2.1.7.4	The student will identify cause-and-effect relationships in text;	Reading Process	Reading Comprehension	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Recognize and explain cause and effect relationships	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Comprehension skills, graphic organizers and stickies as comprehension aids, test prep practice
04	LA.2.1.7.7	The student will compare and contrast characters and settings in one text; and	Reading Process	Reading Comprehension	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Compare and contrast within and between text	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Comprehension skills, graphic organizers and stickies as comprehension aids, test prep practice
04	LA.2.2.1.2	The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;	Literary Analysis	Fiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Recognize literacy elements, Retell the story, Check for Understanding	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Comprehension skills, graphic organizers and stickies as comprehension aids, test prep practice

Planned order of introduction (month)	Benchmark	Descriptor	Body Of Knowledge	Idea	Daily 5 Practice	CAFÉ Strategies	Growing Readers	Reading with Meaning	My Notes
04	LA.2.2.1.6	The student will write a book report identifying character(s), setting, and sequence of events;	Literary Analysis	Fiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Recognize literacy elements, Retell the story, Check for understanding	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Comprehension skills, graphic organizers and stickies as comprehension aids, test prep practice
05	LA.2.2.1.5	The student will respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);	Literary Analysis	Fiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Use prior knowledge to connect with text	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 5 - Schema	Schema, Prior Knowledge, Making Connections
06	LA.2.2.1.3	The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;	Literary Analysis	Fiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Make a picture or mental image	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 6 – Creating Mental Images	Visualizing

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06	LA.2.6.3.1	The student will recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and	Information and Media Literacy	Media Literacy	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Make a picture or mental image	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 6 – Creating Mental Images	Visualizing
07	LA.2.1.7.2	The student will determines the authors purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;	Reading Process	Reading Comprehension	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Determine and analyze author's purpose and support with text	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper, Chapter 9 – Asking Questions	Author's Purpose, Making Predictions, Finding Themes in literature
07	LA.2.1.7.5	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;	Reading Process	Reading Comprehension	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Recognize and explain cause and effect relationships, Compare and contrast within and between text	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Author's Purpose, Making Predictions, Finding Themes in literature
07	LA.2.1.7.6	The student will identify themes or topics across a variety of fiction and nonfiction selections;	Reading Process	Reading Comprehension	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Use main idea and supporting details to determine importance	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Author's Purpose, Making Predictions, Finding Themes in literature

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07	LA.2.2.1.4	The student will identify an authors theme, and use details from the text to explain how the author developed that theme;	Literary Analysis	Fiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Use main idea and supporting details to determine importance	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Author’s Purpose, Making Predictions, Finding Themes in literature
07	LA.2.2.1.7	The student will identify and explain an authors use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and	Literary Analysis	Fiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Determine and analyze author’s purpose and support with text	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Author’s Purpose, Making Predictions, Finding Themes in literature
07	LA.2.5.2.1	The student will interpret information presented and seek clarification when needed;	Communication	Listening and Speaking	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Expand Vocabulary - Ask someone to define the word for you	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Author’s Purpose, Making Predictions, Finding Themes in literature
07	LA.2.5.2.2	The student will begin to use language appropriate for different occasions, audiences, and topics;	Communication	Listening and Speaking	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons		Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper	Author’s Purpose, Making Predictions, Finding Themes in literature

Planned order of introduction (month)	Benchmark	Descriptor	Body Of Knowledge	Idea	Daily 5 Practice	CAFÉ Strategies	Growing Readers	Reading with Meaning	My Notes
08 09	LA.2.1.7.8	The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.	Reading Process	Reading Comprehension	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Accuracy, Fluency, and Comprehension - Use the pictures, Check for understanding, Back up and reread, Monitor and fix up, Retell the story, Predict what will happen, Infer and support with evidence, Reread text, Ask questions	Chapter 6 – Readers Think and Talk About Books to Grow Ideas	Chapter 7 – Digging Deeper, Chapter 8 – Inferring, Chapter 9 – Asking Questions, Chapter 11 – Synthesizing Information	Inferring Questioning
10	LA.2.2.2.1	The student will recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);	Literary Analysis	Nonfiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Use text features	Chapter 7 – Readers Pursue Their Interests in Books and Other Texts	Chapter 10 – Determining Importance in Non-fiction	Non-fiction and/or author studies and/or catch up time ☺
10	LA.2.2.2.2	The student will use explicitly stated information to answer a question;	Literary Analysis	Nonfiction	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Ask questions throughout the reading process	Chapter 7 – Readers Pursue Their Interests in Books and Other Texts	Chapter 10 – Determining Importance in Non-fiction	Non-fiction and/or author studies and/or catch up time ☺
10	LA.2.6.1.1	The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure.	Information and Media Literacy	Informational Text	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Fluency and Expand Vocabulary - Voracious reading	Chapter 7 – Readers Pursue Their Interests in Books and Other Texts	Chapter 10 – Determining Importance in Non-fiction	Non-fiction and/or author studies and/or catch up time ☺

Planned order of introduction (month)	Benchmark	Descriptor	Body Of Knowledge	Idea	Daily 5 Practice	CAFÉ Strategies	Growing Readers	Reading with Meaning	My Notes
10	LA.2.6.2.1	The student will generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references);	Information and Media Literacy	Research Process	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Comprehension - Ask questions throughout the reading process	Chapter 7 – Readers Pursue Their Interests in Books and Other Texts	Chapter 10 – Determining Importance in Non-fiction	Non-fiction and/or author studies and/or catch up time ☺
10	LA.2.6.2.2	The student will select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;	Information and Media Literacy	Research Process	D5 – Word Work, Work on Writing	CAFÉ – Expand Vocabulary - Use dictionaries, thesauruses, and glossaries as tools	Chapter 7 – Readers Pursue Their Interests in Books and Other Texts	Chapter 10 – Determining Importance in Non-fiction	Non-fiction and/or author studies and/or catch up time ☺
10	LA.2.6.2.3	The student will analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and	Information and Media Literacy	Research Process	D5 – Work on Writing		Chapter 7 – Readers Pursue Their Interests in Books and Other Texts	Chapter 10 – Determining Importance in Non-fiction	Non-fiction and/or author studies and/or catch up time ☺
10	LA.2.6.3.2	The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).	Information and Media Literacy	Media Literacy	D5 – Read to Self, Read to Someone, Listen to Reading Completed during mini lessons/read aloud/small group lessons	CAFÉ – Fluency and Expand Vocabulary - Voracious reading	Chapter 7 – Readers Pursue Their Interests in Books and Other Texts	Chapter 10 – Determining Importance in Non-fiction	Non-fiction and/or author studies and/or catch up time ☺

Resources:

Florida Sunshine State Standards – [click here to search Florida's Next Generation Sunshine State Standards for all subjects and grade levels](#)

The Daily 5 – [click here to buy on Amazon.com](#)

The CAFÉ Book – [click here to buy on Amazon.com](#)

Growing Readers – [click here to buy on Amazon.com](#)

Reading with Meaning – [click here to buy on Amazon.com](#)

Compiled by Allyson Maiolo [http://www.maiolo.org/2nd Grade](http://www.maiolo.org/2nd_Grade)

Standards not covered in Readers' Workshop/Daily 5 (covered during Writing block instead):

Benchmark	Descriptor	Body Of Knowledge	Idea
LA.2.3.1.1	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writers notebook, group discussion, other activities);	Writing Process	Prewriting
LA.2.3.1.2	The student will prewrite by determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and	Writing Process	Prewriting
LA.2.3.1.3	The student will prewrite by making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).	Writing Process	Prewriting
LA.2.3.2.1	The student will draft writing by maintaining focus on a single idea and developing supporting details; and	Writing Process	Drafting
LA.2.3.2.2	The student will draft writing by organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience.	Writing Process	Drafting
LA.2.3.3.1	The student will revise by evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience;	Writing Process	Revising
LA.2.3.3.2	The student will revise by creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;	Writing Process	Revising
LA.2.3.3.3	The student will revise by creating interest by incorporating descriptive words and supporting details, such as sensory language; and	Writing Process	Revising
LA.2.3.3.4	The student will revise by evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.	Writing Process	Revising
LA.2.3.4.1	The student will edit for correct use of conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words;	Writing Process	Editing for Language Conventions
LA.2.3.4.2	The student will edit for correct use of capitalization, including initial word in a sentence, the pronoun I, and proper names;	Writing Process	Editing for Language Conventions
LA.2.3.4.3	The student will edit for correct use of commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;	Writing Process	Editing for Language Conventions
LA.2.3.4.4	The student will edit for correct use of nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/mine, his/her, hers);	Writing Process	Editing for Language Conventions
LA.2.3.4.5	The student will edit for the correct use of subject/verb and noun/pronoun agreement in simple and compound sentences;	Writing Process	Editing for Language Conventions
LA.2.3.4.6	The student will edit for the correct use of end punctuation for compound sentences, statements, questions, and exclamations.	Writing Process	Editing for Language Conventions
LA.2.3.5.1	The student will produce, illustrate, and share a variety of compositions.	Writing Process	Publishing
LA.2.4.1.1	The student will write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and	Writing Applications	Creative
LA.2.4.1.2	The student will compose simple stories, poems, riddles, rhymes, or song lyrics.	Writing Applications	Creative
LA.2.4.2.1	The student will write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables);	Writing Applications	Informative
LA.2.4.2.2	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;	Writing Applications	Informative
LA.2.4.2.3	The student will write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;	Writing Applications	Informative
LA.2.4.2.4	The student will write communications, including friendly letters and thank-you notes; and	Writing Applications	Informative
LA.2.4.2.5	The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions.	Writing Applications	Informative
LA.2.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.	Writing Applications	Persuasive
LA.2.5.1.1	The student will demonstrate legible printing skills.	Communication	Penmanship
LA.2.6.4.1	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and	Information and Media Literacy	Technology
LA.2.6.4.2	The student will use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.	Information and Media Literacy	Technology