



Created By Katie Garner

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
We can form and use the simple (e.g. I walked, I walk, I will walk) verb tenses.
The children **played** together.
The children **play** together.
The children **will play** together.

L.3.1/L. Language
"Conventions of Standard English"



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
We can ensure subject-verb and pronoun-antecedent agreement.
Sarah was sad because she didn't pass the test.

L.3.1/L. Language
"Conventions of Standard English"



Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
We can use commas in addresses.
Miss Summer Spencer
123 East Street Dr.
Wholesome, WV 12345

L.3.1/L. Language
"Conventions of Standard English"



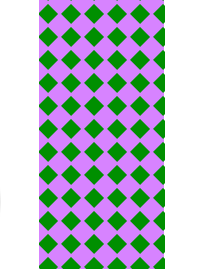
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
We can capitalize appropriate words in titles.
The Secret Garden is my favorite book because the illustrations are so lovely.

L.3.1/L. Language
"Conventions of Standard English"



Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
We can form and use regular and irregular plural nouns.
Kid → kids child → children
girl → girls woman → women

L.3.1/L. Language
"Conventions of Standard English"



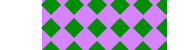
Know and apply grade-level phonics and word analysis skills in decoding words.
We can read grade-appropriate irregularly spelled words.
country enough journey by
cycle earth height climb

RS.3.1/ Foundational Skills
"Phonics & Word Recognition"



Know and apply grade-level phonics and word analysis skills in decoding words.
We can decode multi-syllable words.
boisterous

RS.3.1/ Foundational Skills
"Phonics & Word Recognition"



We can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, add visual displays when appropriate to emphasize or enhance certain facts or details.

S.3.1/ Speaking & Listening
"Comprehension & Collaboration"



We can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
The first president

S.3.1/ Speaking & Listening
"Comprehension & Collaboration"



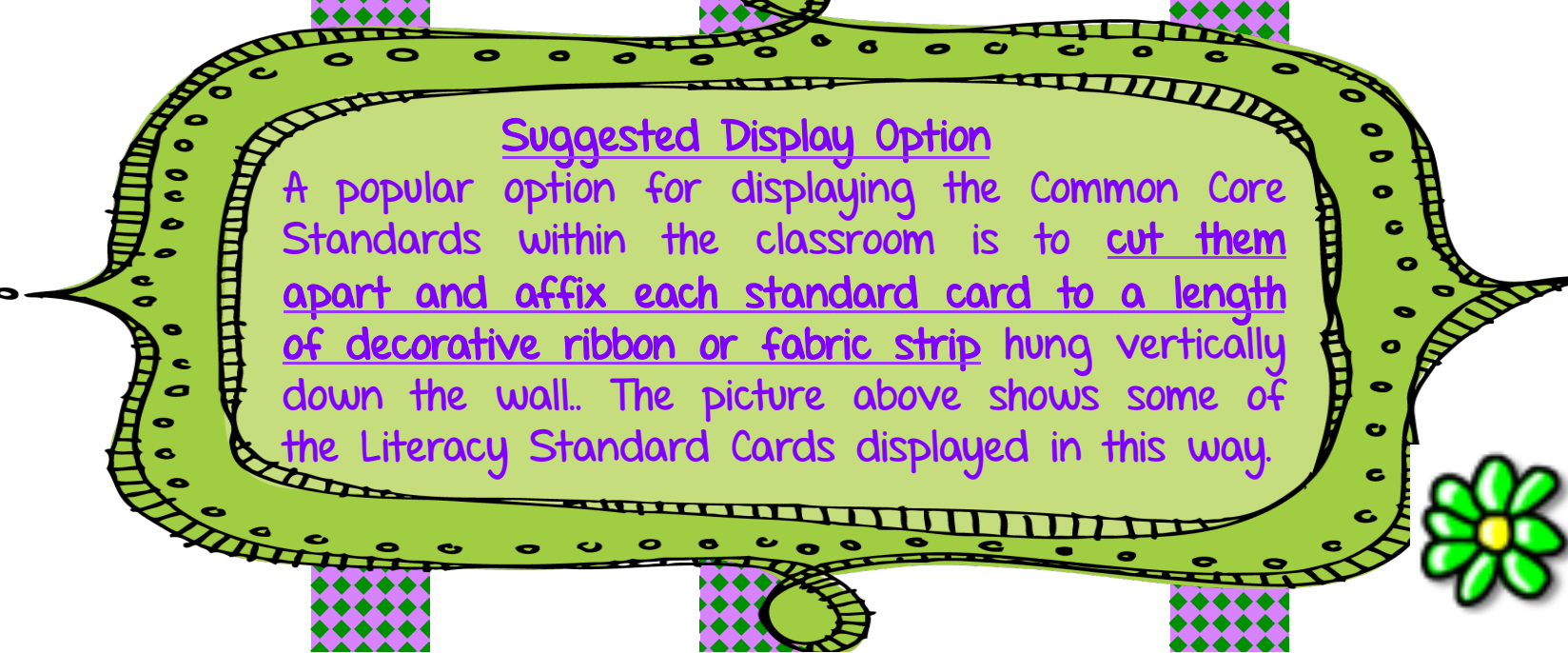
Write opinion pieces on topics or texts, supporting a point of view with reasons.
We can introduce the topic or text, we are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1/ Writing
"Types & Purposes"



Write narratives to describe real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
We can use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.

W.3.1/ Writing
"Types & Purposes"

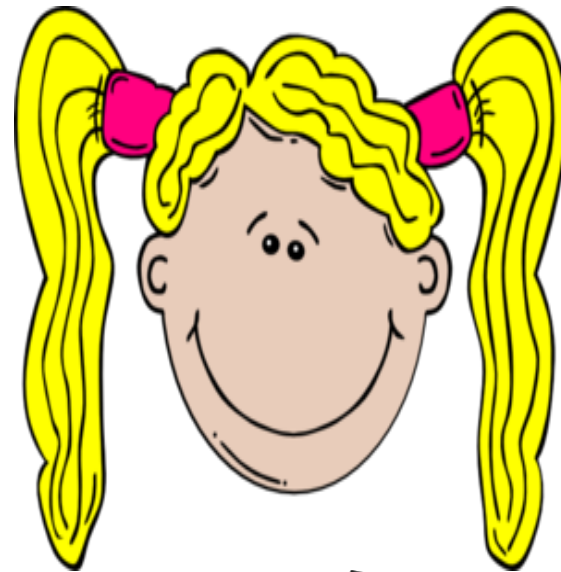
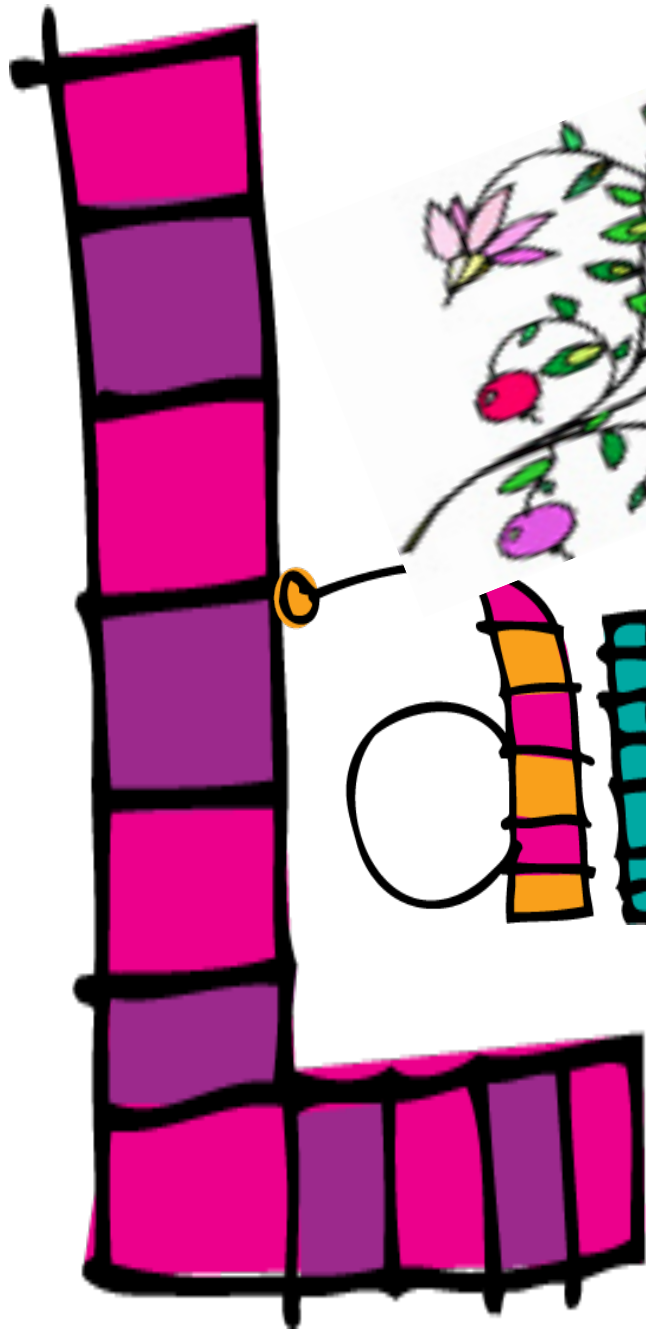




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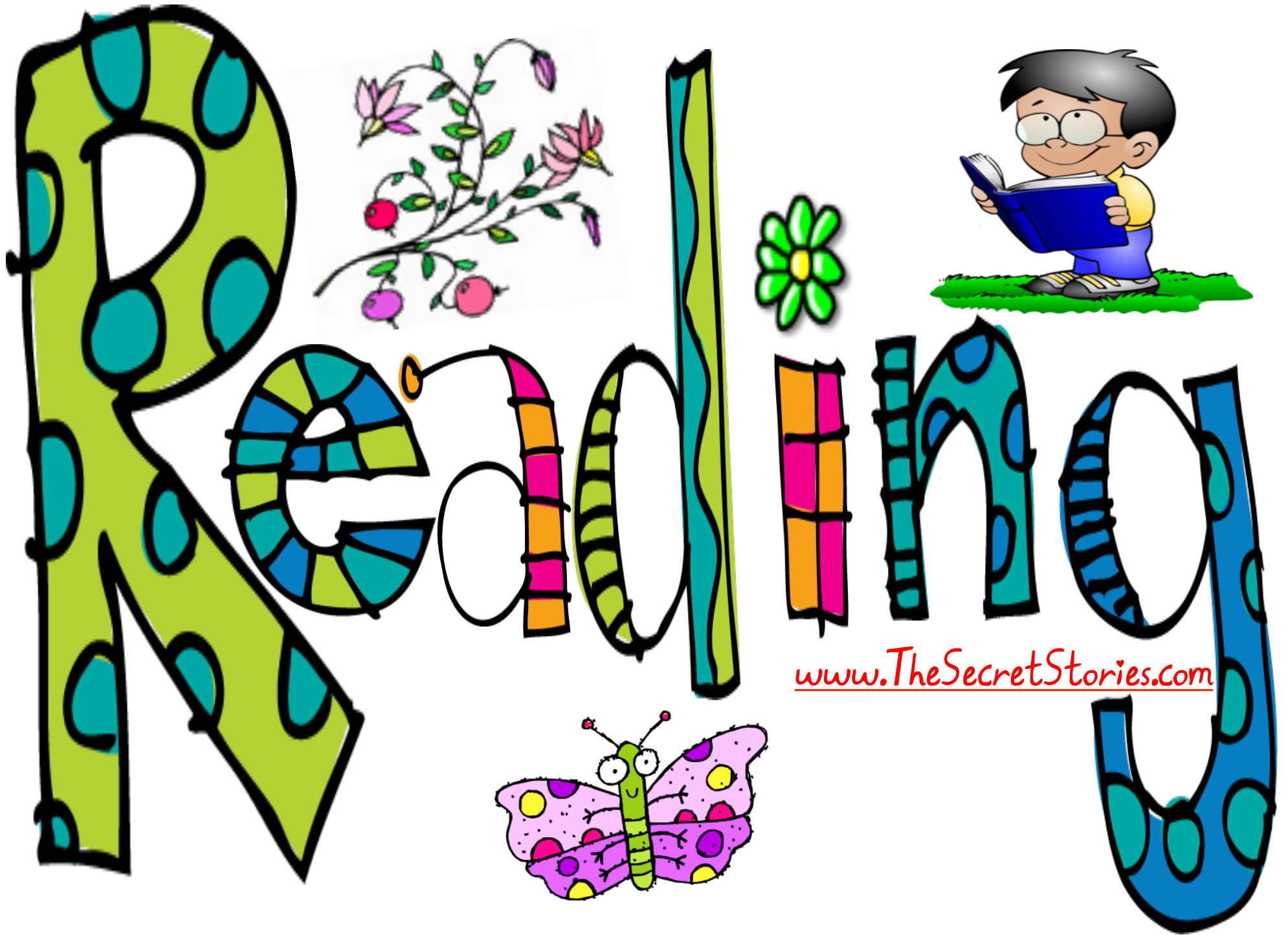
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and you go

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We can ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.



Who? When? Why?
What? Where? How?

RL.2.1/ Literature
"Key Ideas & Details"

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We can recount stories, including fables and folk-tales from diverse cultures, and determine their central message, lesson, or moral.



RL.2.2/ Literature
"Key Ideas & Details"



www.TheSecretStories.com

We can describe how characters in a story respond to major events and challenges.



RL.2.3/ Literature
"Key Ideas & Details"

www.TheSecretStories.com

We can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.



RL.2.4/ Literature
"Craft & Structure"



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We can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.



RL.2.5/ Literature
"Craft & Structure"

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We can acknowledge differences in the points of view of characters, including by speaking in a different voice for each when reading dialogue aloud.



RL.2.6/ Literature
"Craft & Structure"

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We can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Once upon a time, there lived a girl named Heidi. Heidi lived with her old grandfather at the very top of a tall



RL.2.7/ Literature

"Integration of Knowledge & Ideas"

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We can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.



RL.2.9/ Literature

"Integration of Knowledge & Ideas"

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We can, by the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



RL.2.10/ Literature

"Range of Reading Level & Text Complexity"

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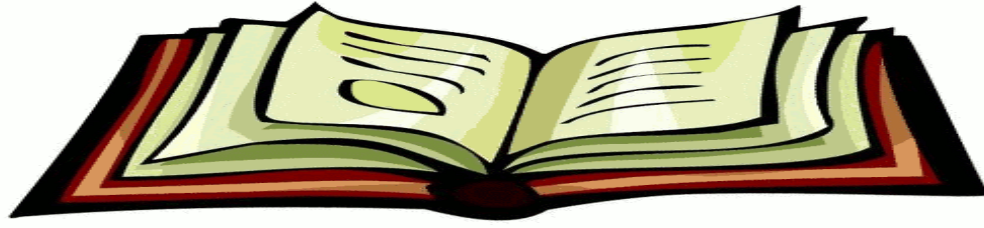
We can ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Who? What? Why?
Where? How?

RI.2.1/ Informational Text
"Key Ideas & Details"

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We can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.



RI.2.2/ Informational Text
"Key Ideas & Details"

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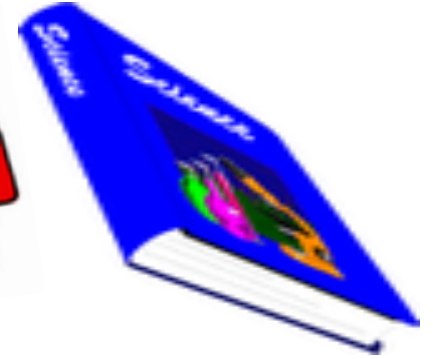
We can describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.



RI.2.3/ Informational Text
"Key Ideas & Details"

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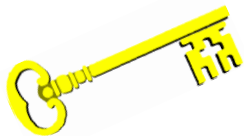
We can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.



RI.2.4/ Informational Text
"Craft & Structure"

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We can know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



RI.2.5/ Informational Text
"Craft & Structure"

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We can identify the main purpose of a text, including what the author wants to answer, explain, or describe.

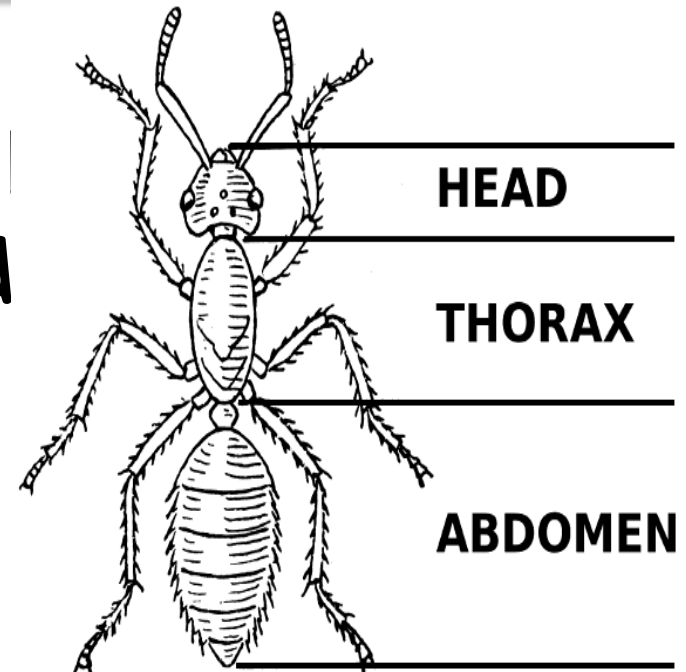
RI.2.6/ Informational Text
"Craft & Structure"



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We can explain how specific images (e.g., a diagram showing machine works) contribute to and clarify a text.

RI.2.7/ Informational Text
"Integration of Knowledge & Ideas"



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We can describe how reasons support specific points the author makes in a text.

Authors write for a specific purpose:



- *to persuade
- *to inform
- *to entertain



RI.2.8/ Informational Text
"Integration of Knowledge & Ideas"

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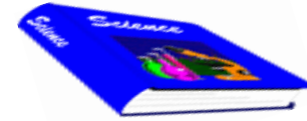
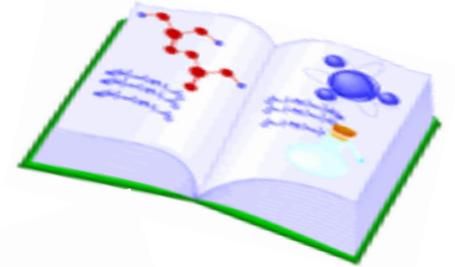
We can compare and contrast the most important points presented by two texts on the same topic.



RI.2.9/ Informational Text
"Integration of Knowledge & Ideas"

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We can, by the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.



RI.2.10/ Informational Text
"Range of Reading Level & Text Complexity"

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Know and apply grade-level phonics and word analysis skills in decoding words.

We can distinguish long and short vowels when reading regularly spelled one-syllable words.



tap
tape

RF.2.3/ Foundational Skills
"Phonics & Word Recognition"

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Know and apply grade-level phonics and word analysis skills in decoding words.

We can know spelling-sound correspondences for additional common vowel teams.



RF.2.3/ Foundational Skills
"Phonics & Word Recognition"

www.TheSecretStories.com

Know and apply grade-level phonics and word analysis skills in decoding words.

We can decode regularly spelled two-syllable words with long vowels.



mo * tor

ba * ker

hi * ker

RF.2.3/ Foundational Skills
"Phonics & Word Recognition"

www.TheSecretStories.com

Know and apply grade-level phonics and word analysis skills in decoding words.

We can decode words with common prefixes and suffixes.



RF.2.3/ Foundational Skills
"Phonics & Word Recognition"

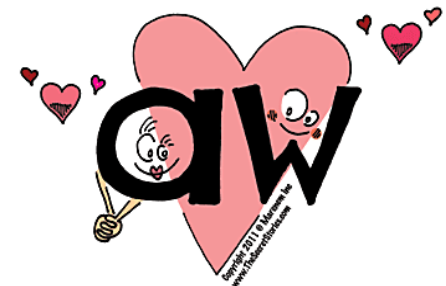
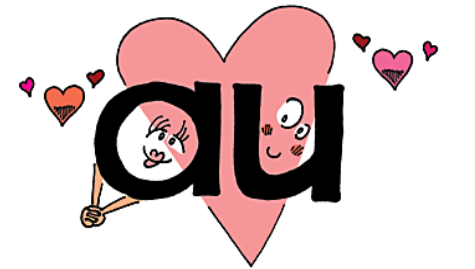
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Know and apply grade-level phonics and word analysis skills in decoding words.

We can identify words with inconsistent but common spelling-sound correspondences.

awesome

August



RF.2.3/ Foundational Skills
"Phonics & Word Recognition"

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Know and apply grade-level phonics and word analysis skills in decoding words.

We can recognize and read grade-appropriate irregularly spelled words.



RF.2.3/ Foundational Skills
"Phonics & Word Recognition"

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Read with sufficient accuracy and fluency to support comprehension.

We can read grade-level text with purpose and understanding.



RF.2.4/ Foundational Skills
"Fluency"

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Read with sufficient accuracy and fluency to support comprehension.

We can read grade-level text orally with accuracy, appropriate rate, and expression.



RF.2.4/ Foundational Skills
"Fluency"



www.TheSecretStories.com

Read with sufficient accuracy and fluency to support comprehension.

We can use context to confirm or self-correct word recognition and understanding, rereading as necessary.



RF.2.4/ Foundational Skills
"Fluency"

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We can write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

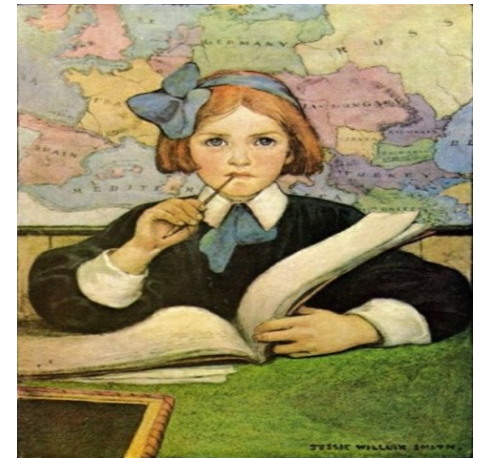
W.2.1/ Writing
"Text Types & Purposes"



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We can write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.2/ Writing
"Text Types & Purposes"



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We can write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.3/ Writing
"Text Types & Purposes"

1st 2nd 3rd

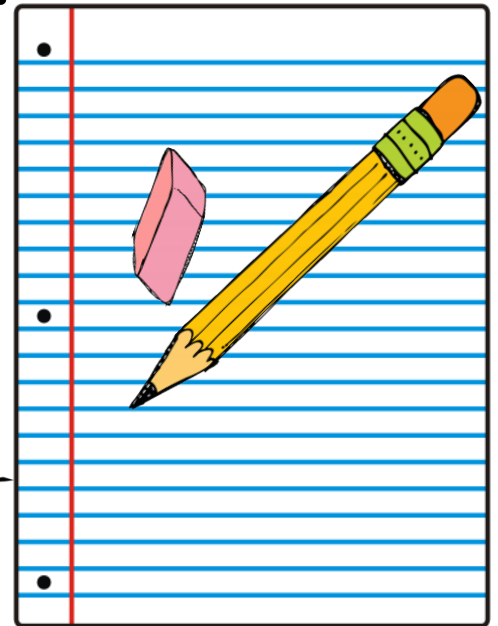


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We can, with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.5/ Writing

"Production & Distribution of Writing"



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We can, with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



W.2.6/ Writing
"Production & Distribution of Writing"

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We can participate in shared research writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).



W.2.7/ Writing
"Research to Build & Present Knowledge"



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We can recall information from experiences or gather information from provided sources to answer a question.



W.2.8/ Writing
"Research to Build & Present Knowledge"

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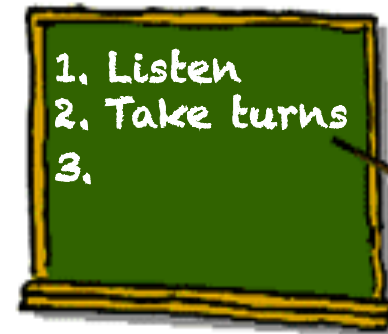


Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

We can follow agreed-upon rules for discussions.

(e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics & texts under discussion)

SL.2.1/ Speaking & Listening
"Comprehension & Collaboration"

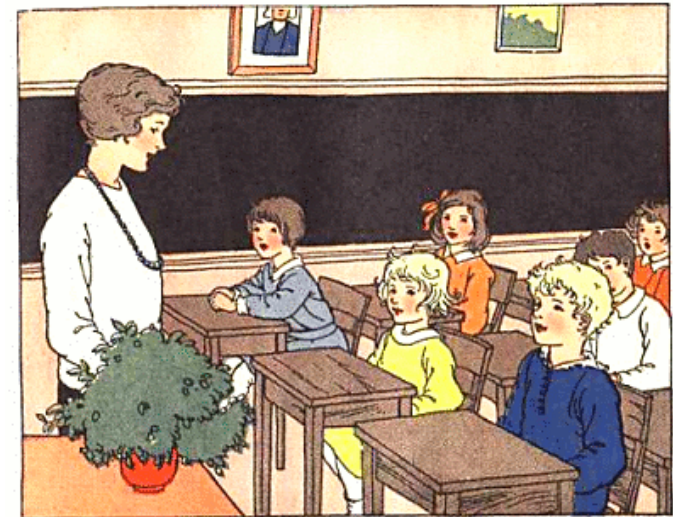


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Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

We can build on others' talk in conversations by linking their comments to the remarks of others.

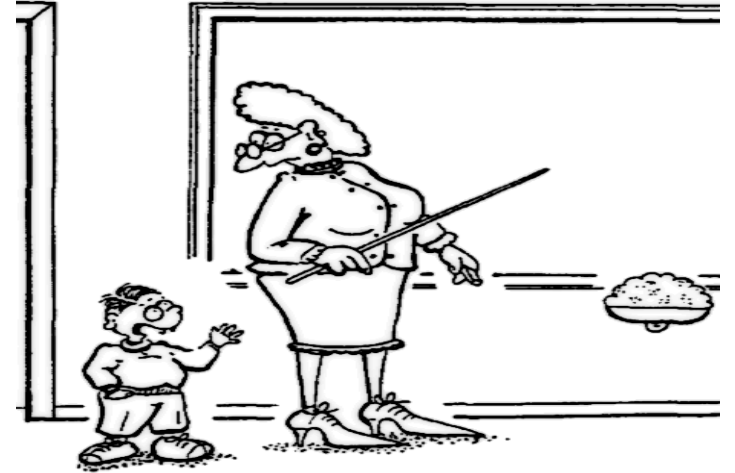
RF.2.1/ Speaking & Listening
"Comprehension & Collaboration"



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

We can ask for clarification and further explanation as needed about the topics and texts under discussion.



SL.2.1/ Speaking & Listening
"Comprehension & Collaboration"

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We can recount or describe key ideas ideas or details from a text read aloud or information presented orally or through other media



RF.2.2/ Speaking & Listening
"Comprehension & Collaboration"

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We can ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.



SL.2.3/ Speaking & Listening
"Comprehension & Collaboration"

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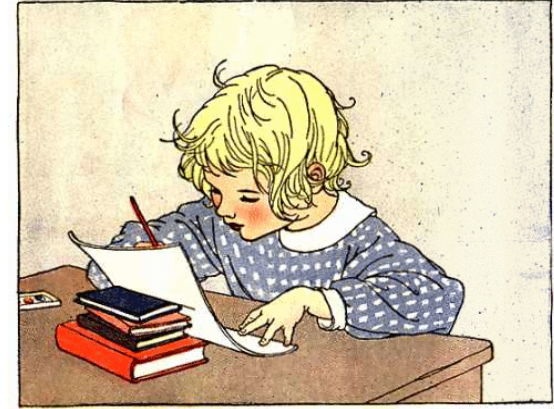
We can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



SL.2.4/ Speaking & Listening
"Presentation of Knowledge & Ideas"

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We can create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.



SL.2.5/ Speaking & Listening
"Presentation of Knowledge & Ideas"



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We can produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



SL.2.6/ Speaking & Listening
"Presentation of Knowledge & Ideas"

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can use collective nouns.

group

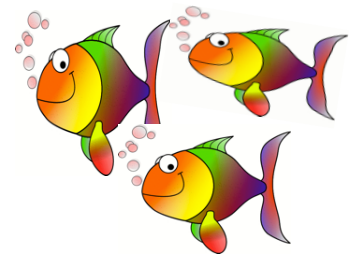
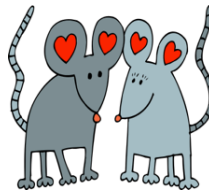


L.2.1/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).



L.2.1/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We use reflexive pronouns.



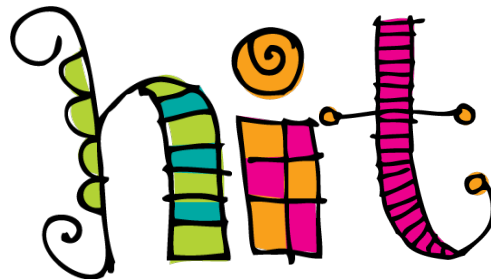
L.2.1/ Language
"Conventions of Standard English"



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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can form and use the past tense of frequently occurring irregular verbs.



L.2.1/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can use adjectives and adverbs, and choose between them depending on what is to be modified.

She smiles adorably!

Her dress is adorable!



L.2.1/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

We can produce, expand, and rearrange complete simple and compound sentences.

The boy watched the movie.

The little boy watched the movie.

The action movie was watched by the little boy.



L.2.1/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We can capitalize holidays, product names, and geographic names.



We went to a Halloween Party at Myrtle Beach and I got three Tootsie-Pops!



L.2.2/ Language
"Conventions of Standard English"

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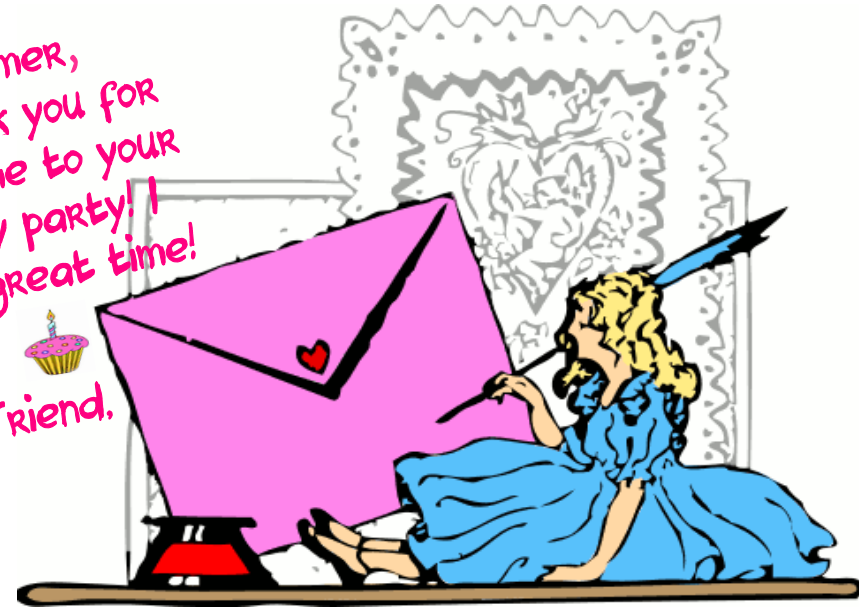
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We can use commas in greetings and closings of letters...



Dear Summer,
Thank you for
inviting me to your
birthday party! I
had a great time!

Love,
Your Friend,
Emma



L.2.2/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We can use an apostrophe to form contractions and frequently occurring possessives.

did not → didn't

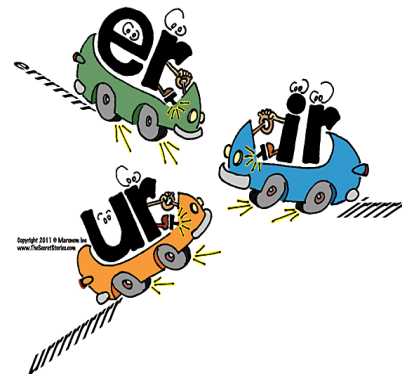
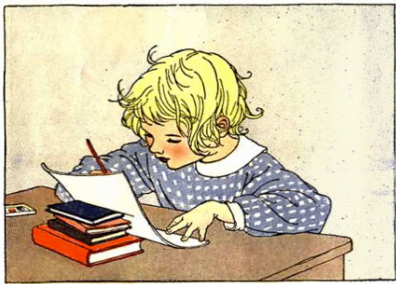


L.2.2/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.


We can generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).



L.2.2/ Language
"Conventions of Standard English"

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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

We can consult reference materials, including  beginning dictionaries, as needed to check and correct spellings.



L.2.2/ Language
"Conventions of Standard English"

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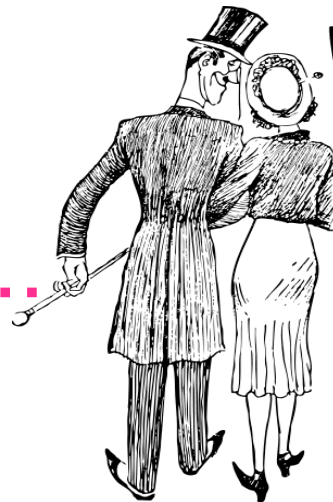
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

We can compare formal and informal uses of English.

Formal

I regret to inform you but...

L.2.3/ Language
"Knowledge of Language"



Informal

I'm sorry but...

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

We can use sentence-level context as a clue to the meaning of a word or phrase.

The torrential rain left many motorists stranded.



L.2.4/ Language

"Vocabulary Acquisition & Use"

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

We can determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).



unhappy

L.2.4/ Language

"Vocabulary Acquisition & Use"

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

We can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

L.2.4/ Language
"Vocabulary Acquisition & Use"



COLORFUL

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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

We can use knowledge of the meaning of individual words to predict the meaning of compound words

(e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

L.2.4/ Language
"Vocabulary Acquisition & Use"



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Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

We can use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.4/ Language
"Vocabulary Acquisition & Use"



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Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can identify real-life connections between words and their use

(e.g., describe foods that are spicy or juicy; places at home that are cozy).

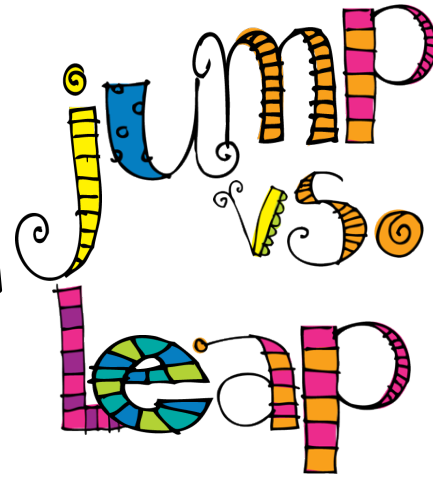
L.2.5/ Language
"Vocabulary Acquisition & Use"



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Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

We can distinguish **shades** of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).



L.2.5/ Language
"Vocabulary Acquisition & Use"

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We can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



L.2.6/ Language
"Vocabulary Acquisition & Use"

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We hope you enjoy this set of Common Core Posters for the Literacy Standards!

If you would like the "MADE-TO-MATCH" MATH SET (as part of the 'combined' Literacy & Math set, in either 'standard' or 'WE CAN' version) please visit

<http://www.teacherspayteachers.com/Store/Your-Bag-Of-Teaching-Secrets>

In addition to these grade-group "Literacy & Math" Poster Sets, Katie continually posts other FREE goodies & special Secret Stories surprises/ support tools, so while there, be sure to "CLICK on FOLLOW ME" to receive notification of FREE Download Windows!

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