

SUBJECT AREA CONNECTION: English Language Arts **DATE:** December 8, 2014 **AUTHOR:** Jennifer Webb **CONTRIBUTORS:**

Domain: Social and Intellectual Habits		2nd Grade Content Standard
Develop a positive self-concept	Self-Awareness	Self Awareness can be supported through the following standards:
		<ul style="list-style-type: none"> • SL.2.1b-Build on others’ talk in conversations by linking their comments to the remarks of others. • L.2.1b-Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
	Sense of self as competent and capable	Sense of self as competent and capable can be supported through the following standards:
		<ul style="list-style-type: none"> • W.2.2-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.3-Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.2.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.2.1b-Build on others’ talk in conversations by linking their comments to the remarks of others. • SL.2.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion. • SL.2.3-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.2.5-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.2.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. • L.2.6-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).

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Develop a positive attitude toward learning	Sense of self as a learner	Sense of self as a learner can be supported through the following standards:
		<ul style="list-style-type: none"> • RL.2.10-By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. • RI.2.10-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. • W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.2.7-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.2.3-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. • L.2.2e-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	Curiosity and initiative	Curiosity and initiative can be supported through the following standards:
		<ul style="list-style-type: none"> • RL.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI.2.5-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. • W.2.1-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.2.2-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.7-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • SL.2.1b-Build on others’ talk in conversations by linking their comments to the remarks of others. • SL.2.3-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. • L.2.4e-Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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	Cooperation during learning experiences	<p>Cooperation during learning experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.2.7-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.2.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.2.1b-Build on others’ talk in conversations by linking their comments to the remarks of others. • SL.2.3-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.2.6-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Identify and understand emotions of self and others	Identifying and Understanding Emotions	<p>Identifying and understanding emotions can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.2.3-Describe how characters in a story respond to major events and challenges. • RL.2.6-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • RL.2.7-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • W.2.3-Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • SL.2.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • L.2.5-Demonstrate understanding of figurative language, word relationships and nuances in word meanings. • L.2.5a-Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). • L.2.5b-Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). • L.2.6-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).

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	Empathy	<p>Empathy can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.2.3-Describe how characters in a story respond to major events and challenges. • RL.2.7-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • W.2.3-Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. • SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.2.5-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. • L.2.6-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).
Develop positive interpersonal relationships	Social Awareness and Interpersonal Skills	<p>Social Awareness and Interpersonal Skills can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.2.7-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). • SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.2.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.2.1b-Build on others' talk in conversations by linking their comments to the remarks of others. • SL.2.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion. • SL.2.3-Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
	Responsible decision making and social problem solving	<p>Responsible decision making and social problem solving can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.2.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits

Cristi Alberino Mary Dacunha
 Francine Hakim Colleen Harmon
 Sandra Mishriky Wendy Pagani
 Stephanie Peltier Pamela Serlin

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	Conflict Resolution	<p>Conflict Resolution can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.2.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.2.1b-Build on others’ talk in conversations by linking their comments to the remarks of others. • SL.2.1c-Ask for clarification and further explanation as needed about the topics and texts under discussion. • SL.2.3-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.
Executive Function	Working Memory and Meta-cognition	<p>Working Memory & Meta-cognition can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.2.2-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • RI.2.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RF.2.3-Know and apply grade-level phonics and word analysis skills in decoding words. • RF.2.4-Read with sufficient accuracy and fluency to support comprehension. • RF.2.4b-Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • RF.2.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • W.2.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • SL.2.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.2.3-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.
	Cognitive Flexibility	<p>Cognitive Flexibility can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.2.7-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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	Self-regulation of impulses and emotional reaction	<p>Self-regulation of impulses and emotional reaction can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.2.1a-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • SL.2.1b-Build on others’ talk in conversations by linking their comments to the remarks of others.
	Managing attention and behavior	<p>Managing attention and behavior can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.6-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Logic and Reasoning	Critical and analytical thinking	<p>Critical and analytical thinking can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.2.7-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RL.2.9-Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. • RI.2.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.9-Compare and contrast the most important points presented by two texts on the same topic. • W.2.1-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.2.2-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. • W.2.8-Recall information from experiences or gather information from provided sources to answer a question. • SL.2.1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • SL.2.3-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.2.5-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.

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	Applying known information to new experiences	<p>Applying known information to new experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.2.8-Recall information from experiences or gather information from provided sources to answer a question. • SL.2.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	Reasoning and problem solving	<p>Reasoning and problem solving can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.2.6-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • RL.2.7-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RL.2.9-Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. • RI.2.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • RI.2.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe. • RI.2.9-Compare and contrast the most important points presented by two texts on the same topic.
Symbolic Representation	Symbolic representation	<p>Symbolic representation can be supported through the following standards:</p>
	Pretend or symbolic play	<p>Pretend or symbolic play can be supported through the following standards:</p>
		N/A