

# CRAFT Menu: Grade 2

<u>Comprehension</u>	Reader Response (How)			<u>Traits of a 21st Century Learner</u>	<u>Reading Foundations</u>
<u>What I do to make sense of what I read, see, &amp; hear</u>	<u>CR</u>	CR	R	<u>I show WHO I am through HOW I learn</u>	I use fix-up strategies to decode. I can read with fluency & accuracy. <u>R</u>
I can ask questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CCSS.ELA-St.RL.2.1 & CCSS.ELA-St.RI.2.1	<u>Stoplight Q&amp;A</u>	<u>Double Entry Journal 2nd</u>	R	I use my imagination	I can tell long and short vowels apart when reading regularly spelled one-syllable words. CCSS.ELA-Literacy.RF.2.3a
I can use the text to “prove” my answer makes sense. CCSS.ELA-St.RL.2.1 & CCSS.ELA-St.RI.2.1	<u>See, Wonder, Think</u>	<u>Prove it Basic</u>	R	I am curious	I know spelling-sound correspondences for additional common vowel teams. CCSS.ELA-Literacy.RF.2.3b
I can recount (tell) stories, including fables and folktales from diverse cultures, CCSS.ELA-St.RL.2.1 & CCSS.ELA-St.RI.2.1	<u>Triple Entry Sketch-Taking</u>	<u>Character Life Map</u>	R	I strive to build (content knowledge)	I can decode regularly spelled two-syllable words with long vowels. CCSS.ELA-Literacy.RF.2.3c
I can recount (tell) stories, including fables and folktales from diverse cultures, CCSS.ELA-St.RL.2.2	<u>Fab 5 MW</u>	Fab 5 Text Code	R	I am self-aware	I can decode words with common prefixes and suffixes. CCSS.ELA-Literacy.RF.2.3d
I can uncover the central message, lesson, or moral. CCSS.ELA-St.RL.2.2	<u>Wally</u>	<u>Actions Speak Louder than Words</u>	R	I can persevere	I can identify words with inconsistent but common spelling-sound correspondences. CCSS.ELA-Literacy.RF.2.3e

I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text (Summarize). CCSS.ELA-St.RI.2.2	<a href="#">Is it a Keeper?</a>	<a href="#">10, 50, \$2.00 Summary</a>	R	I am courageous	I can read irregularly spelled words. CCSS.ELA-Literacy.RF.2.3f
I can spot differences in the opinion (points of view) of characters in a story. CCSS.ELA-St.RL.2.6	<a href="#">What's Your Point?</a>	<a href="#">Character Traits</a>	R	I am passionate	<b>Reading Fluency</b> I can read with accuracy and fluency to support comprehension. CCSS.ELA-St.RF.2.4
I can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. CCSS.ELA-St.RL.2.9	<a href="#">Spot the Difference</a>		R	I am an engaged listener & speaker	I can read grade-level text orally with accuracy on successive readings. CCSS.ELA-Literacy.RF.2.4b
Compare and contrast the most important points presented by two texts on the same topic. CCSS.ELA-Literacy.RI.2.9			R		I can read grade-level text orally with appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.2.4b
			R		I can use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.2.4c
			R		
By the end of the year, read and comprehend literature, including stories and poetry, 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. CCSS.RL.2.10, CCSS.RI.2.10					



<b>Text, Tone, Type</b>		
<b>Text (Structure) I am a close &amp; critical reader</b>		<b>CR</b>
I can explain the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (sequential or cause/effect). CCSS.ELA-St.RI.2.3		<b>R</b>
I can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CCSS.ELA-St.RL.2.5		<b>R</b>
<b>Text Tone (Author's Craft) I can read like a writer</b>		<b>R</b>
I can spot the main purpose of what the author wants to answer, explain, or describe text when I read like a writer. CCSS.ELA-Literacy.RI.2.6		<b>R</b>
I can show how reasons support specific points the author makes in a text. CCSS.ELA-Literacy.RI.2.8		<b>R</b>

<p style="text-align: center;"><b>Type</b>  <b>What tools I use to engage, persuade, &amp; inform</b></p>		R
<p>I know and use various text features (print &amp; digital) to locate key facts or information in a text efficiently. CCSS.ELA-Literacy.RI.2.5</p>		R
<p>I can use the illustrations and words (text features) in a print or digital text to show understanding of its characters, setting, or plot. CCSS.ELA-St.RL.2.7</p>		R
<p>I can explain how specific images (e.g., a diagram showing how a machine works) contribute to and shed light on a text. CCSS.ELA-Literacy.RI.2.7</p>		R
<p>I can (with guidance and support from adults) use a variety of digital tools to produce and publish writing, including in collaboration with peers. CCSS.ELA-LITERACY.W.2.6</p>		R
<p>I can 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). CCSS.ELA-LITERACY.W.2.7</p>		R
	R	

