**Tennessee Academic Standards**

**Language Arts**

Grade: **2** - Adopted: **2016**

| STRAND / STANDARD / COURSE | TN.FL. | FOUNDATIONAL LITERACY STANDARDS |
|---|---|---|
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.FL.PWR. | **Phonics and Word Recognition** |
| GUIDING QUESTION / LEARNING EXPECTATION | 2.FL.PWR.3. | **Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.** |
| LEARNING EXPECTATION | 2.FL.PWR.3.g. | **Decode grade-level texts with purpose and understanding.**<br><br>BookTaco<br>**Book Notes**<br>**Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.**<br>**Book Quiz**<br>**Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.**<br>**Book Review**<br>**Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.**<br>**Book Talk**<br>**Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**<br>**Chapter Notes**<br>**One page chapter notes organizer helps students organize characters and events for each chapter read.**<br>**Compare & Contrast Characters**<br>**Template and word bank for the analysis of two characters' similarities and differences.**<br>**Draw It!**<br>**Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.**<br>**Nonfiction 3-2-1 Fun**<br>**Nonfiction graphic organizer helps students organize their understanding of a book or text.**<br>**Nonfiction Book Report**<br>**Great activity to get your students reading for information allowing for assessment of understanding and comprehension.**<br>**Nonfiction Text Features**<br>**Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**<br>**Paragraph Writing Prompts**<br>**Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**<br>**Plot Diagram**<br>**Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.**<br>**Point Of View!**<br>**Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.**<br>**Reading Log**<br>**Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real** |

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| | | time with our online reading stopwatch.<br>**Retell The Story**<br>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br>**Story Mapping**<br>The describe the characters, setting, beginning, middle and end of the story. |
| **STRAND / STANDARD / COURSE** | **TN.FL.** | **FOUNDATIONAL LITERACY STANDARDS** |
| **CONCEPTUAL STRAND / GUIDING QUESTION** | **2.FL.WC.** | **Word Composition** |
| **GUIDING QUESTION / LEARNING EXPECTATION** | **2.FL.WC. 4.** | **Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.** |
| **LEARNING EXPECTATION** | **2.FL.WC. 4.a.** | **Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.**<br><br>**BookTaco**<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience.<br>**Word Ladder**<br>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |
| **LEARNING EXPECTATION** | **2.FL.WC. 4.b.** | **Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.**<br><br>**BookTaco**<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience.<br>**Word Ladder**<br>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |
| **LEARNING EXPECTATION** | **2.FL.WC. 4.f.** | **Print legibly in manuscript; write many upper and lowercase letters in cursive.**<br><br>**BookTaco**<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive. |
| **STRAND / STANDARD / COURSE** | **TN.FL.** | **FOUNDATIONAL LITERACY STANDARDS** |
| **CONCEPTUAL STRAND / GUIDING QUESTION** | **2.FL.F.** | **Fluency** |
| **GUIDING QUESTION / LEARNING EXPECTATION** | **2.FL.F.5.** | **Read with sufficient accuracy and fluency to support comprehension.** |
| **LEARNING EXPECTATION** | **2.FL.F.5.a.** | **Read grade-level text with purpose and understanding.**<br><br>**BookTaco**<br>**Book Notes**<br>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and |

game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.

**Book Quiz**
Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.

**Book Review**
Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.

**Book Talk**
Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.

**Chapter Notes**
One page chapter notes organizer helps students organize characters and events for each chapter read.

**Compare & Contrast Characters**
Template and word bank for the analysis of two characters' similarities and differences.

**Draw It!**
Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.

**Nonfiction 3-2-1 Fun**
Nonfiction graphic organizer helps students organize their understanding of a book or text.

**Nonfiction Book Report**
Great activity to get your students reading for information allowing for assessment of understanding and comprehension.

**Nonfiction Text Features**
Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.

**Paragraph Writing Prompts**
Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.

**Plot Diagram**
Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.

**Point Of View!**
Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.

**Reading Log**
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**Retell The Story**
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**Story Mapping**
The describe the characters, setting, beginning, middle and end of the story.

| STRAND / STANDARD / COURSE | TN.FL. | FOUNDATIONAL LITERACY STANDARDS |
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| CONCEPTUAL STRAND / GUIDING QUESTION | 2.FL.VA. | Vocabulary Acquisition |
| GUIDING QUESTION / LEARNING EXPECTATION | FL.VA.7. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| LEARNING EXPECTATION | 2.FL.VA.7 a. | 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. |
| INDICATOR | 2.FL.VA.7 a.i. | Use sentence-level context as a clue to the meaning of a word or phrase.<br><br>BookTaco<br>**Sample Unscramble Sentence**<br>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br>**Sentence Completion**<br>Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage. |

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| | | **Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience. |
| INDICATOR | 2.FL.VA.7 a.v. | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.<br><br>**BookTaco**<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
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| LEARNING EXPECTATION | 2.FL.VA.7 b. | Demonstrate understanding of word relationships and nuances in word meanings. |
| INDICATOR | 2.FL.VA.7 b.i. | Identify real-life connections between words and their use.<br><br>**BookTaco**<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Definition Matching**<br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive.<br>**Sample Unscramble Sentence**<br>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar.<br>**Sentence Completion**<br>Matching exercise challenges the understanding of the appropriate contextual usage of the words.<br>**Word Introduction**<br>Introduction to definitions, synonyms, antonyms and contextual usage.<br>**Word Jumble**<br>Active and fun learning medium promoting language acquisition through contextual and visual experience.<br>**Word Ladder**<br>Interactive exercise deepening knowledge of new words, boosting working memory and increasing student exposure. |
| INDICATOR | 2.FL.VA.7 b.ii. | Distinguish shades of meaning among closely related words.<br><br>**BookTaco**<br>**Definition Matching**<br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement. |
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| GUIDING QUESTION / LEARNING EXPECTATION | FL.VA.7. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| LEARNING EXPECTATION | 2.FL.VA.7 c. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.<br><br>**BookTaco**<br>**Book Talk** |

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**Sample Unscramble Sentence**
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| STRAND / STANDARD / COURSE | TN.RL. | READING STANDARDS - LITERATURE |
|---|---|---|
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.RL.KID. | Key Ideas and Details |
| GUIDING QUESTION / LEARNING EXPECTATION | R.KID.1. | Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LEARNING EXPECTATION | 2.RL.KID. 1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><br>**BookTaco**<br>**Book Quiz**<br>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. |
| STRAND / STANDARD / COURSE | TN.RL. | READING STANDARDS - LITERATURE |
| CONCEPTUAL STRAND / | 2.RL.KID. | Key Ideas and Details |

| GUIDING QUESTION | | |
|---|---|---|
| **GUIDING QUESTION / LEARNING EXPECTATION** | **R.KID.3.** | **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** |
| **LEARNING EXPECTATION** | **2.RL.KID. 3.** | **Describe how characters in a story respond to major events and challenges.**<br><br>**BookTaco**<br>**Book Review**<br>**Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.**<br>**Chapter Notes**<br>**One page chapter notes organizer helps students organize characters and events for each chapter read.**<br>**Compare & Contrast Characters**<br>**Template and word bank for the analysis of two characters' similarities and differences.**<br>**Paragraph Writing Prompts**<br>**Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**<br>**Plot Diagram**<br>**Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.**<br>**Point Of View!**<br>**Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.**<br>**Story Mapping**<br>**The describe the characters, setting, beginning, middle and end of the story.** |
| **STRAND / STANDARD / COURSE** | **TN.RL.** | **READING STANDARDS - LITERATURE** |
| **CONCEPTUAL STRAND / GUIDING QUESTION** | **2.RL.CS.** | **Craft and Structure** |
| **GUIDING QUESTION / LEARNING EXPECTATION** | **R.CS.5.** | **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.** |
| **LEARNING EXPECTATION** | **2.RL.CS. 5.** | **Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.**<br><br>**BookTaco**<br>**Retell The Story**<br>**Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.**<br>**Story Mapping**<br>**The describe the characters, setting, beginning, middle and end of the story.** |
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| **CONCEPTUAL STRAND / GUIDING QUESTION** | **2.RL.CS.** | **Craft and Structure** |
| **GUIDING QUESTION / LEARNING EXPECTATION** | **R.CS.6.** | **Assess how point of view or purpose shapes the content and style of a text.** |
| **LEARNING EXPECTATION** | **2.RL.CS. 6.** | **Determine when characters have different points of view.**<br><br>**BookTaco**<br>**Book Review**<br>**Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.**<br>**Chapter Notes**<br>**One page chapter notes organizer helps students organize characters and events for each chapter read.**<br>**Compare & Contrast Characters**<br>**Template and word bank for the analysis of two characters' similarities and differences.** |

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| STRAND / STANDARD / COURSE | TN.RL. | READING STANDARDS - LITERATURE |
|---|---|---|
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.RL.IKI. | Integration of Knowledge and Ideas |
| GUIDING QUESTION / LEARNING EXPECTATION | R.IKI.7. | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| LEARNING EXPECTATION | 2.RL.IKI.7. | Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.<br><br>**BookTaco**<br>**Book Notes**<br>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Chapter Notes**<br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br>**Compare & Contrast Characters**<br>Template and word bank for the analysis of two characters' similarities and differences.<br>**Draw It!**<br>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.<br>**Plot Diagram**<br>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.<br>**Point Of View!**<br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br>**Retell The Story**<br>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br>**Story Mapping**<br>The describe the characters, setting, beginning, middle and end of the story. |
| STRAND / STANDARD / COURSE | TN.RL. | READING STANDARDS - LITERATURE |
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.RL.RRTC. | Range of Reading and Level of Text Complexity |
| GUIDING QUESTION / LEARNING EXPECTATION | R.RRTC.10. | Read and comprehend complex literary and informational texts independently and proficiently. |

| LEARNING EXPECTATION | 2.RL.RRT C.10. | Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.<br><br>**BookTaco**<br>**Book Notes**<br>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.<br>**Book Quiz**<br>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Chapter Notes**<br>One page chapter notes organizer helps students organize characters and events for each chapter read.<br>**Compare & Contrast Characters**<br>Template and word bank for the analysis of two characters' similarities and differences.<br>**Draw It!**<br>Fun activity where students get to express their creativity by drawing their favorite parts of books and providing description.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.<br>**Plot Diagram**<br>Students organize the elements of a narrative text by identifying the exposition, rising action, the climax, the main events of the falling action and the resolution.<br>**Point Of View!**<br>Assess the level of a student's thinking about the reading and their ability to support conclusions with text-based evidence.<br>**Retell The Story**<br>Practice summarizing and retelling the story (writing or pictures) by challenging students to identify main ideas, themes, and key details.<br>**Story Mapping**<br>The describe the characters, setting, beginning, middle and end of the story. |
| STRAND / STANDARD / COURSE | TN.RI. | **READING STANDARDS – INFORMATIONAL TEXT** |
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.RI.KID. | **Key Ideas and Details** |
| GUIDING QUESTION / LEARNING EXPECTATION | R.KID.1. | Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LEARNING EXPECTATION | 2.RI.KID. 1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><br>**BookTaco**<br>**Book Quiz**<br>Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.<br>**Book Review**<br>Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal. |
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| CONCEPTUAL STRAND / GUIDING QUESTION | 2.RI.KID. | **Key Ideas and Details** |

| GUIDING QUESTION / LEARNING EXPECTATION | R.KID.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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| LEARNING EXPECTATION | 2.RI.KID.2. | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.<br><br>**BookTaco**<br>**Nonfiction 3-2-1 Fun**<br>Nonfiction graphic organizer helps students organize their understanding of a book or text.<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Paragraph Writing Prompts**<br>Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading. |
| STRAND / STANDARD / COURSE | TN.RI. | READING STANDARDS – INFORMATIONAL TEXT |
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.RI.CS. | Craft and Structure |
| GUIDING QUESTION / LEARNING EXPECTATION | R.CS.4. | Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| LEARNING EXPECTATION | 2.RI.CS.4. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.<br><br>**BookTaco**<br>**Nonfiction Book Report**<br>Great activity to get your students reading for information allowing for assessment of understanding and comprehension.<br>**Sample Unscramble Sentence**<br>These scrambled sentences are a great way to teach and reinforce vocabulary, sentence structure, and grammar. |
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| CONCEPTUAL STRAND / GUIDING QUESTION | 2.RI.CS. | Craft and Structure |
| GUIDING QUESTION / LEARNING EXPECTATION | R.CS.5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| LEARNING EXPECTATION | 2.RI.CS.5. | Know and use various text features to locate key facts or information in a text efficiently.<br><br>**BookTaco**<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
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| CONCEPTUAL STRAND / GUIDING QUESTION | 2.RI.IKI. | Integration of Knowledge and Ideas |
| GUIDING QUESTION / LEARNING EXPECTATION | R.IKI.7. | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| LEARNING EXPECTATION | 2.RI.IKI.7. | Identify and explain how illustrations and words contribute to and clarify a text.<br><br>**BookTaco**<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and |

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| **CONCEPTUAL STRAND / GUIDING QUESTION** | **2.RI.IKI.** | **Integration of Knowledge and Ideas** |
| **GUIDING QUESTION / LEARNING EXPECTATION** | **R.IKI.8.** | **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.** |
| **LEARNING EXPECTATION** | **2.RI.IKI.8.** | Describe how reasons support specific points an author makes in a text.<br><br>**BookTaco**<br>**Nonfiction 3-2-1 Fun**<br>**Nonfiction graphic organizer helps students organize their understanding of a book or text.**<br>**Nonfiction Book Report**<br>**Great activity to get your students reading for information allowing for assessment of understanding and comprehension.**<br>**Paragraph Writing Prompts**<br>**Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.** |
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| **GUIDING QUESTION / LEARNING EXPECTATION** | **R.RRTC.10.** | **Read and comprehend complex literary and informational texts independently and proficiently.** |
| **LEARNING EXPECTATION** | **2.RI.RRTC.10.** | Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.<br><br>**BookTaco**<br>**Book Notes**<br>**Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment.**<br>**Book Quiz**<br>**Multiple choice based comprehension questions allowing teachers to customize test settings including passing score, number of attempts, and day of the week. Quiz questions are shuffled and randomized to maintain testing integrity.**<br>**Book Review**<br>**Book Taco survey questions about how the student experienced the book and their overall rating of the characters, plot, and appeal.**<br>**Book Talk**<br>**Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.**<br>**Nonfiction 3-2-1 Fun**<br>**Nonfiction graphic organizer helps students organize their understanding of a book or text.**<br>**Nonfiction Book Report**<br>**Great activity to get your students reading for information allowing for assessment of understanding and comprehension.**<br>**Nonfiction Text Features**<br>**Encourage your students to review nonfiction books for text features and discuss the impact and significance of each.**<br>**Paragraph Writing Prompts**<br>**Students can view and select from a variety of different writing prompts. Once their paragraph(s) is ready it can be submitted for review/grading.**<br>**Reading Log**<br>**Students can manually enter and track their daily reading statistics (name of book, time spent reading and number of pages) or record their reading in real time with our online reading stopwatch.** |
| **STRAND / STANDARD /** | **TN.SL.** | **SPEAKING AND LISTENING STANDARDS** |

| COURSE | | |
|---|---|---|
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.SL.CC. | Comprehension and Collaboration |
| GUIDING QUESTION / LEARNING EXPECTATION | SL.CC.1. | Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. |
| LEARNING EXPECTATION | 2.SL.CC. 1. | Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.<br><br>**BookTaco**<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice.<br>**Nonfiction Text Features**<br>Encourage your students to review nonfiction books for text features and discuss the impact and significance of each. |
| STRAND / STANDARD / COURSE | TN.SL. | SPEAKING AND LISTENING STANDARDS |
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.SL.PKI. | Presentation of Knowledge and Ideas |
| GUIDING QUESTION / LEARNING EXPECTATION | SL.PKI.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience. |
| LEARNING EXPECTATION | 2.SL.PKI. 4. | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.<br><br>**BookTaco**<br>**Book Talk**<br>Student generated video response where students record and capture their true feelings about the books they read. The perfect tool to promote public speaking skills, collaboration, advocacy and student voice. |
| STRAND / STANDARD / COURSE | TN.W. | WRITING STANDARDS |
| CONCEPTUAL STRAND / GUIDING QUESTION | 2.W.RBP K. | Research to Build and Present Knowledge |
| GUIDING QUESTION / LEARNING EXPECTATION | W.RBPK. 8. | Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism. |
| LEARNING EXPECTATION | 2.W.RBP K.8. | Recall information from experiences or gather information from provided sources to answer a question.<br><br>**BookTaco**<br>**Book Notes**<br>Opportunity for students to submit their thoughts, feelings, insight and observations on a book. Once submitted, Book Notes is marked completed and game coins earned with the notes appearing in the teacher's Reports page ready for review and assessment. |