(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources;

(B) provide an oral, pictorial, or written response to a text;

(C) use text evidence to support an appropriate response;

(D) retell texts in ways that maintain meaning;

(E) interact with sources in meaningful ways such as illustrating or writing; and

(F) respond using newly acquired vocabulary as appropriate.

(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) discuss topics and determine the basic theme using text evidence with adult assistance;

(B) identify and describe the main character(s);

(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance; and

(D) describe the setting.

(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss with adult assistance the author's purpose for writing text;

(B) discuss with adult assistance how the use of text structure contributes to the author's purpose;

(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;

(D) discuss with adult assistance how the author uses words that help the reader visualize; and

(E) listen to and experience first- and third-person texts.
Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) gather information from a variety of sources with adult assistance;

(D) demonstrate understanding of information gathered with adult assistance; and

(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources;
(B) write brief comments on literary or informational texts;
(C) use text evidence to support an appropriate response;
(D) retell texts in ways that maintain meaning;
(E) interact with sources in meaningful ways such as illustrating or writing; and
(F) respond using newly acquired vocabulary as appropriate.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) discuss topics and determine theme using text evidence with adult assistance;
(B) describe the main character(s) and the reason(s) for their actions;
(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and
(D) describe the setting.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss the author's purpose for writing text;
(B) discuss how the use of text structure contributes to the author's purpose;
(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;
(D) discuss how the author uses words that help the reader visualize; and
(E) listen to and experience first- and third-person texts.
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant sources and information to answer the questions with adult assistance;

(D) demonstrate understanding of information gathered with adult assistance; and

(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources;

(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;

(C) use text evidence to support an appropriate response;

(D) retell and paraphrase texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as illustrating or writing; and

(F) respond using newly acquired vocabulary as appropriate.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) discuss topics and determine theme using text evidence with adult assistance;

(B) describe the main character's (characters') internal and external traits;

(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and

(D) describe the importance of the setting.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss the author's purpose for writing text;

(B) discuss how the use of text structure contributes to the author's purpose;

(C) discuss the author's use of print and graphic features to achieve specific purposes;

(D) discuss the use of descriptive, literal, and figurative language;

(E) identify the use of first or third person in a text; and

(F) identify and explain the use of repetition.
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant sources and information to answer the questions;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) cite sources appropriately; and

(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;
(B) write a response to a literary or informational text that demonstrates an understanding of a text;
(C) use text evidence to support an appropriate response;
(D) retell and paraphrase texts in ways that maintain meaning and logical order;
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
(F) respond using newly acquired vocabulary as appropriate; and
(G) discuss specific ideas in the text that are important to the meaning.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) infer the theme of a work, distinguishing theme from topic;
(B) explain the relationships among the major and minor characters;
(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and
(D) explain the influence of the setting on the plot.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) explain the author's purpose and message within a text;
(B) explain how the use of text structure contributes to the author's purpose;
(C) explain the author's use of print and graphic features to achieve specific purposes;
(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
(E) identify the use of literary devices, including first- or third-person point of view;
(F) discuss how the author's use of language contributes to voice; and
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions on a topic for formal and informal inquiry;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(G) create a works cited page; and

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

(C) use text evidence to support an appropriate response;

(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using newly acquired vocabulary as appropriate; and

(G) discuss specific ideas in the text that are important to the meaning.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) infer basic themes supported by text evidence;

(B) explain the interactions of the characters and the changes they undergo;

(C) analyze plot elements, including the rising action, climax, falling action, and resolution; and

(D) explain the influence of the setting, including historical and cultural settings, on the plot.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) explain the author's purpose and message within a text;

(B) explain how the use of text structure contributes to the author's purpose;

(C) analyze the author's use of print and graphic features to achieve specific purposes;

(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;

(E) identify and understand the use of literary devices, including first- or third-person point of view;
(F) discuss how the author’s use of language contributes to voice; and

(G) identify and explain the use of anecdote.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate and clarify questions on a topic for formal and informal inquiry;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(G) develop a bibliography; and

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

(C) use text evidence to support an appropriate response;

(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using newly acquired vocabulary as appropriate; and

(G) discuss specific ideas in the text that are important to the meaning.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) infer multiple themes within a text using text evidence;

(B) analyze the relationships of and conflicts among the characters;

(C) analyze plot elements, including rising action, climax, falling action, and resolution; and

(D) analyze the influence of the setting, including historical and cultural settings, on the plot.

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) explain the author's purpose and message within a text;

(B) analyze how the use of text structure contributes to the author's purpose;

(C) analyze the author's use of print and graphic features to achieve specific purposes;

(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
(E) identify and understand the use of literary devices, including first- or third-person point of view;

(F) examine how the author’s use of language contributes to voice; and

(G) explain the purpose of hyperbole, stereotyping, and anecdote.

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate and clarify questions on a topic for formal and informal inquiry;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) understand credibility of primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) differentiate between paraphrasing and plagiarism when using source materials;

(G) develop a bibliography; and

(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.