ELA Standards and Technology Matrix (Grade 2)

Click on the standard to view more information in CPALMS.   *Click on the links to visit the websites for the featured technology tools.*

Grade	Standards	Technology
2	**LAFS.2.RL.3.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	- online storybook readers and creators such as StoryJumper - online poster creators - online comic strip creators
2	**LAFS.2.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.	- online scavenger hunts for different text features - identification of text features on simple, kid-friendly websites - grade-level appropriate online textbooks
2	**LAFS.2.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.	- collaborative SmartBoard or Promethean Board activities - class blogs and wikis - online storybook creators such as StoryJumper - online graphics software such as pixlr - word processors such as Word
2	**LAFS.2.SL.1.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	- viewing and/or creation of interactive storybooks such as MyStorybook.com - recording devices such as mp3 recorders and smartphones - online textbooks - online graphics software such as pixlr
2	**LAFS.2.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.	- viewing and/or creation of interactive storybooks such as MyStorybook.com - recording devices such as mp3 recorders and smartphones - online poster makers
2	**LAFS.2.L.3.4** 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	- online dictionary/thesaurus software such as Wordsmyth

	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, <mark>both print and digital</mark>, to determine or clarify the meaning of words and phrases.	