MSD of Pike Township K-5 Literacy Curriculum Map and Resources

		MSD of Pike Township	Reading Curriculum Map - Grade 2		
Module 1	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Bolded standards are important grade level standards in this module. <i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	2.RF.4.2 [1] 2.RF.4.4 [6]	2.RV.2.2 [2]	2.RL.2.1 2.RL.2.3 [7] 2.RN.2.2 [9] 2.RN.3.3 [10]	2.W.6.1.e [4]	2.W.3.3 [5] 2.W.4 [8]
Essential Skills: SWBAT (Students will be able to) Underlined skills are important skills that are assessed on the module assessment.	Decode multi-syllable words (CVC,CVe). Read common high-frequency sight words.	Show when actions happen by changing the verb in the sentence. Identify relationships among words; nouns, verbs, antonyms Read words with -ed and -ing endings.	Demonstrate understanding of a text by asking and answering questions. <u>Use illustrations and details to describe</u> <u>characters and setting in a story.</u> <u>Determine the main (central) idea and</u> <u>key details of multiparagraph text.</u> <u>Identify the author's purpose for writing a</u> <u>text.</u>	Write complete simple and compound <u>declarative</u> , <u>interrogative</u> , imperative, and <u>exclamatory</u> sentences.	Develop topics for stories, or poems, and other narrative purposes. Write a beginning for a narrative. Use words to signal event order. Use details to describe actions, thoughts, and feelings in my writing. Write an ending for a narrative. Apply the writing process.
Topics	Consonants Multisyllabic words: Short a, i, u, e Soft c and g Long o, i (VCe)	Words that describe actions Antonyms Inflections: -ed, -ing	Central Idea Author's Purpose Summarize Setting Collaborative Conversations	Subjects Predicates Simple sentences Nouns	Personal Narrative Poetry Prompt: Write a story about something you have done to make the world a better place.
Lesson Content	Lessons 1-5 Phonics: Short a, i Consonants Multisyllabic words Lessons 6-10 Phonics: Short o, u, e Multisyllabic words Lessons 11-15 Phonics: Long a, I (VCe) Soft c, g	Lessons 1-5 bellowed, bounce, carefree, cool, grinned, guards, guide, handle, images, might, munch, rough, serious Adjectives, antonyms Lessons 6-10 blue, compliment, discuss, elected, jammed, local, mock, proper, realize, scribbled, smirked, tryouts, useful, wistfully Adjectives Lessons 11-15 disaster, fiddled, hamper, jubilantly, mechanical, mood, obnoxious, perfect, planned, praise, queasy, reassemble, scowl, tinkering Inflections: -ed, -ing	Lessons 1- 5 Central idea Ask and answer questions Setting Collaborative conversations Lessons 6-10 Central idea Monitor and clarify Author's purpose Summarize Lessons 11-15 Characters Create mental images Central idea	Lessons 1-5 Subjects Predicates Using Sentences Lessons 6-10 Subject/Verb Agreement Verbs Pronouns Spiral Review: Abbreviations Lessons 11-15 Using am, is, are, was, and were forms of the word be Spiral review: quotation marks	Lessons 1-5 Priming (prewriting) the students/text Anchor chart-elements of a narrative (W7) Lessons 6-10 Poems: Prewriting Drafting Revising Lessons 11-15 Poetry: revising/editing Publishing/sharing

	MSD of Pike Township Reading Curriculum Map - Grade 2						
Module 1	Foundations	Vocabulary	Reading	Language	Writing		
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment		
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment		
Week 1	August 17-21	Lessons 1-5	2.RV.1, 2.RF.4.3, 2.RF.5, 2.RL.4.1, 2.SL. 2.1 [11]	We Are Super Citizen Meet the Dogs of Bedlam Farm Clark the Shark Writing Focal Text: Just A Dream	Weekly Assessment		
Week 2	August 24-28	Lessons 6-10	2.RF.4.3, 2.RF.5, 2.W.6.2.c, 2.W.1, 2.W. 6.1.e, 2.RV.1, 2.RV.2.5 [12]	The William Hoy Story Spoon Being A Good Citizen Writing Focal Text: Just A Dream	Weekly Assessment		
Week 3	August 31 - September 4	Lessons 11-15	-1 11 1	Violet the Pilot Picture Day Perfection Get Involved: Be Awesome! (Online Ed Video) Writing Focal Text: Just A Dream	Weekly Assessment		
Week 4	September 8-11 (4-day)	Remediation/Enrichment	As Needed	Writing Focal Text: <i>Just A Dream</i> Revisit Previous Text Use Additional Resources	Required Module Assessment		

		MSD of Pike Townsh	ip Reading Curriculum Map - Grad	le 2	
Module 2	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Bolded standards are important grade level standards in this module. Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.	2.RF.4.2 [14] 2.RF.4.3 [19] 2.RF.4.4 [24] Decode 2 syllable words with CVC, CV, VCe, VV, and CVr	2.RV.1 [15] 2.RV.2.1 [20] 2.RV.2.2 [25] 2.RV.2.5 [28] 2.RV.3.2 [30] Use context clues (words or sentence clues) to determine the meaning of	2.RN.2.1 [16] 2.RL.3.2 [21] 2.RL.4.1 [26] 2.RN.2.2 [29] 2.RN.3.3 [31]	2.W.6.1.a [17] 2.W.6.2.a [22] 2.W.6.2.b [27] Write sentences with nouns.	2.W.3.3 [18] 2.W.4 Develop topics for stories, or poems, and other narrative
Essential Skills: SWBAT (Students will be able to) Underlined skills are important skills that are assessed on the module assessment.	patterns. Read short vowel and long vowel 1 syllable words.	an unknown words. Identify synonyms. Define multiple-meaning words. Apply vocabulary words acquired through reading of nonfiction text	Identify the main (central) idea of a multiparagraph nonfiction text. Identify what the author wants to answer, explain, or describe in the text. Use reference materials to determine the meaning of words or phrases. Use illustrations and details to gain information in the text. Determine the meanings of words and phrases in nonfiction text. Identify elements of drama, such as character, dialogue, and setting. Identify the features of an informational text	Capitalize nouns when appropriate. Write sentences with personal pronouns. Write addresses and dates with the correct capitalization. Use an apostrophe to make a contraction and show ownership. Use commas in greetings and closing of letters, dates, and to separate items in a series.	purposes. <u>Write a beginning for a narrative.</u> <u>Use words to signal event order</u> . <u>Use details to describe actions.</u> <u>thoughts, and feelings in my writing.</u> <u>Write an ending for a narrative.</u> Apply the writing process.
Topics	Long o, e, u (CV, VCe) Short and Long Vowels Suffixes: -er, -est Blends: I, t, s	Suffixes: -er, -est Inflections: -s, -es Synonyms Inflections Words that Name Places	Author's Purpose Central Idea Make Inferences Content Area Words Setting Connect Text and Visual Elements of Drama/Poetry	Nouns for people, animals, places, and things Singular and Plural Nouns. Kinds of Sentences	Descriptive Essay Prompt: Write an essay describing a place you want to visit.

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Module 2	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	Lessons 1-5 Phonics: Long o, e, u Lessons 6-10 Phonics: Long o, e, u Inflections: -er, -est Lessons 11-15 Phonics: Initial blends I, r, s Inflections: -s, -es	Lessons 1-5 amount, easily, example, forms, hollow, material, petals, planet, sail, space, splashes, tasty, tender, ticklish Suffixes: -er, -est Synonyms Lessons 6-10 battleground, buzzing, clanking, feud, fit, frenzy, funky, gasped Inflections: -s, -es Lessons 11-15 ace, agency, business, confidently, eagerly, located, mossy, mystery, outstretched, pavement, scoop, seeps, underside Nouns	Lessons 1-5 Author's purpose Central idea Make inferences Content area words Lessons 6-10 Setting Make connections Connect text and visuals Create mental images Lessons 11-15 Central idea Ask and answer questions Connect text to visuals	Lessons 1-5 Nouns for people, animals, places, and things Kinds of sentences: using nouns Lessons 6-10 One and more than one, Adding -s, and -es Simple sentences Singular and plural nouns Lessons 11-15 Adding -es to nouns, Nouns that change spelling Possessive nouns, singular, and plural nouns	Lessons 1-5 Prewriting, Drafting Informational text Elements of informational text (W8) Lessons 6-10 Singular and plural nouns Identifying the topic Elements of informational text Drafting Revising: sentence structure, and conferencing Lessons 11-15 Revising Editing Publishing Sharing Additional Mentor Texts: Same, Same, but Different
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	September 14-18	Lessons 1-5	2.RV.1, 2.RV.2.1, 2.SL.2.1, 2.RF.5, 2. RN.3.3 [32]	What's the Matter? The Important Book Many Kinds of Matter Writing Focal Text: Uncommon Travelers It's Only Stanley The Great Fuzz Frenzy	Weekly Assessment
Week 2	September 21-25	Lessons 6-10	2.RF.4.6, 2.RF.5, 2.W.1, 2.W.6.2.c, 2. W.3.3, 2.RL.2.1, 2.RV.3.1 [33]	Water Rolls, Water Rises Writing Focal Text: Uncommon Travelers	Weekly Assessment
Week 3	September 28 - October 2		2.RF.4.6, 2.RF.5, 2.RL.2.1, 2.RL.3.2, 2.RL.4.1, 2.W.1, 2.W.3.3, 2.W.4, 2.W. 6.1.e, 2.W.6.2.c [34]	If You Find a Rock The Puddle Puzzle Looking at Art Writing Focal Text: Uncommon Travelers	Weekly Assessment
Week 4	October 5-9	Remediation/Enrichment	As Needed	Writing Focal Text: <i>Uncommon Travelers</i> Revisit Texts Use Additional Resources	Required Module Assessment

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Module 3	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Bolded standards are important grade level standards in this module. <i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	2.RF.4.2 [35] 2.RF.4.4 [40]	2.RV.2.4 [36] 2.RV.2.5 [41]	2.RL.2.1 [37] 2.RL.2.2 [42] 2.RL.3.2 [45]	2.W.6.1.a [38] 2.W.6.1.b [43]	2.W.3.1 [39] 2.W.4
Essential Skills: SWBAT (Students will be able to) Underlined skills are important skills that are assessed on the module assessment.	Decode words with closed syllable patterns. Read common high frequency sight-words.	Use a known root word as a clue to the meaning of an unknown word with the same root. Identify when an affix is added to a known word. Use reference materials to determine the meaning of word.	Demonstrate understanding of a text by asking and answering questions. about the main idea and key details in a text. Identify differences in the points of view of characters. Identify dialogue as words spoken by characters. Determine the central message, lesson, or moral of the story. (The terms central idea, theme, and main idea are used interchangeably throughout the book.)	Write sentences with nouns. <u>Capitalize nouns when appropriate</u> . Use pronouns to show ownership. Write sentences with personal pronouns.	Use my writing to help others follow my suggestions. State my opinion by presenting in the introduction of my writing. <u>Provide supporting reasons</u> Write a conclusion that restates my opinion. Apply the writing process.
Topics	Final Blends Closed Syllables Double Final Consonants High-Frequency Words	Context Clues Words About Communication Prefixes: un-, re- Inflections: -ed, -ing	Central Idea and Supporting Details Point of View Theme Make and Confirm Predictions Synthesize Retell Text Organization	Proper Nouns Compound Subjects and Predicates Types of Verbs	Persuasive text Prompt: Describe an issue, state your opinion, and provide evidence (reasons) about why others should support it.

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Module 3	Foundations	Vocabulary	Reading	Language	Writing
	Lessons 1-5 Phonics: Final blends Closed syllables Lessons 6-10 Phonics: Double final consonants Inflections: spelling changes Lessons 11-15 Phonics: Consonant digraphs Prefixes: un-, re-	Lessons 1-5 belongs, bob, bundle, company, greedy, invited, musical, plead, scoots, screams, scuries, shove, snaking, weave Prefixes: un-, re- Context clues Lessons 6-10 argue, blamed, booming, brewing, exhausted, moped, persuade, practice, respectful, skill, struts, threatening, wandered, whizzed	Lessons 1-5 Central idea Point of view Monitor and clarify Lessons 6-10 Theme Make and confirm predictions Central(main) idea Lessons 11-15 Theme Retell	Lessons 1-5 Names for people, animal, places, and things Names for special places, and things Plural nouns Lessons 6-10 Action verbs, subjects, action verbs in sentences, and proper nouns Lessons 11-15 Compound subjects, coordinating conjunctions, compound predicates	Lessons 1-5 Persuasive text-priming the students introducing the text Vocabulary Prewriting: logically connecting paragraphs Lessons 6-10 Prewriting Drafting Persuasive text Revising
Lesson Content		Inflections: -ed, -ing Lessons 11-15 admit, dragged, excuses, frown, hesitant, humor, immediately, mumbled, nearby, probably, terrible, wrinkled, yanked	Central(main) idea	conjunctions, compound predicates	Lessons 11-15 Persuasive text Revising Editing Publishing Sharing Additional Mentor Texts: I Wanna Iguana I Wanna New Room Click Clack Moo Earrings Hey, Little Ant
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment
Pacir	ng Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	October 12-16	Lessons 1-5	2.RV.1, 2.SL.2.1, 2.SL.3.2 ,2.RF. 4.3, 2.RF.5, 2.RN.2.2, 2.W.6.2.c [46]	Meet Me Halfway Mango, Abuela and Me Big Red Lollipop Writing Focal Text: Mr. Tiger Goes Wild	Weekly Assessment
Week 2	October 26-30	Lessons 6-10	2.RF.4.3, 2.RF.4.6, 2.RF.5, 2.RV.1, 2.RL.2.2, 2.RN.2.1, 2.RN.2.2, 2.RN. 2.3, 2.W.1, 2.W.6.2.c [47]	Three Hens and a Peacock Working with Others Gingerbread for Liberty Writing Focal Text: Mr. Tiger Goes Wild	Weekly Assessment
Week 3	November 2-6	Lessons 11-15	2.RF.4.6, 2.RF.5, 2.RV.1, 2.RV.2.1, 2.RN.2.2, 2.W.1, 2.W.6.2.c [48]	Serious Farm Pepita and the Bully Be a Hero! Work It Out! Writing Focal Text: Mr. Tiger Goes Wild	Weekly Assessment
Week 4	November 9-13	Remediation/Enrichment	As Needed	Writing Focal Text: <i>Mr. Tiger Goes Wild</i> Revisit Texts Use Additional Resources	Required Module Assessment

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Module 4	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Bolded standards are important grade level standards in this module. <i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	2.RF.4.3 [49] 2.RF.4.4 [54] Decode two-syllable words	2.RV.2.1 [50] 2.RV.2.5 [55] 2.RV.3.1 [59] Use context clues (word or sentence	2.RN.2.3 [51] 2.RL.3.1 [56] 2.RL.4.1 [60] Describe how steps in a process or	2.W.6.1.b [52] 2.W.6.1.c [57] Show when actions happen by	2.W.3.3 [53] 2.W.4 [58] Apply the writing process.
Essential Skills: SWBAT (Students will be able to) Underlined skills are important skills that are assessed on the module assessment.	with the VV pattern. Read multi-syllabic words with suffixes. Read common high-frequency sight words. Read irregularly spelled high- frequency sight words	Determine the meaning of words and phrases in a nonfiction text.	procedure are connected in a nonfiction text. Explain how text features contribute to the understanding of the text. Describe the plot of a story. Describe how the beginning introduces what will happen in the story. Describe how the ending includes solving the problem in the story. Use the illustrations and details to describe characters, setting, and plot in a story.	changing the verb in my sentence. Write sentences that use past tense irregular verbs. Understands the functions of different types of verbs in sentences.	Develop topics for stories, poems, and other narrative purposes. Write a beginning for a narrative. Use words to signal event order. Use details to describes actions, thoughts, and feelings in my writing. Write an ending for a narrative. Apply the writing process.
Topics	Consonant: k, ck Silent Letters: kn, wr, gn, mb Multisyllabic Words: long a, long e, short e patterns	Suffixes: -ful, -less Multiple meaning words Context clues	Text Organization (Chronology) Story Structure Make and Confirm Predictions Making Inferences Elements of Drama Figurative Language Author's Purpose	Adding -s and -es to verbs	Imaginative Stories Prompt: Write about an imaginary friend or place. What story can you tell about that friend or place?

	MSD of Pike Township Reading Curriculum Map - Grade 2					
Module 4	Foundations	Vocabulary	<u>Reading</u>	Language	Writing	
Lesson Content	girl, grand, lady, mother, number, often Fluency: Intonation Lessons 6-10	Lessons 1-5 barging, clue, cozy, disturb, expression groggy, pause, positioned, rattled, sense, steaming, tackled, traipsing, varying Suffixes -ful, -less Multiple-Meaning words Lessons 6-10 believe, bind, chant, clever, dawn, flakes, foolish, fulfill, journey, narrow, plain, satisfied, special, speech Lessons 11-15 beamed, chore, console, contained, dashed, escaping, gently, hobbled, indigestion, jealous, literary, pleasure, superb, thrilled	Lessons 1-5 Text organization Story structure Make inferences Lessons 6-10 Story structure Create mental images Make and confirm predictions Figurative language Lessons 11-15 Author's purpose Make connections Story structure Cause and effect	Lessons 1-5 Verbs with -s, or -es, spiral review: compound subjects and predicates Using present tense verbs Lessons 6-10 Past tense verbs with -ed Verbs in the future tense Present, past, and future tense Using proper nouns Lessons 11-15 Compound sentences with conjunctions Forming compound sentences Combining sentences Possessive nouns	Lessons 1-5 Priming the students: the text Vocabulary Prewriting Lessons 6-10 Elements of a narrative Drafting Revising: sentence length, and conferencing Lessons 11-15 Imaginative story editing: capitalization, punctuation, peer editing, publishing, and sharing	
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment	
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment	
Week 1	November 16-20	Lessons 1-5	2.RV.1, 2.SL.2.1, 2.SL.3.2, 2.RF.5, 2.RN.3.1, 2.RV.3.2, 6.W.6.2.c [61]	Recipe for a Fairy Tale Goldilocks and the Three Dinosaurs How to Read a Story Writing Focal Text: Aunt Isabel Tells a Good One	Weekly Assessment	
Week 2	November 30 - December 4	Lessons 6-10	2.RF.5 2.RV.3.1, 2.RL.2.1, 2.RL. 2.3, 2.RL.3.2, 2.W.1, 6.W.6.2.c [62]	Rabbit's Snow Dance A Crow, a Lion, and a Mouse! Oh, My! Hollywood Chicken Writing Focal Text: Aunt Isabel Tells a Good One	Weekly Assessment	
Week 3	December 7-11	Lessons 11-15	2.RF.5, 2.RV.1, 2.RL.2.1, 2.RL.2.3, 2.RL.4.2, 2.W.6.2.c, 2.W.6.1.e, 2. ML.1 2.ML.2.1 [63]	Perfect Season for Dreaming If the Shoe Fits Those Clever Crows (Online Ed Video) Writing Focal Text: Aunt Isabel Tells a Good One	Weekly Assessment	

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Module 4	Module 4 Foundations Vocabulary Reading Language Writing						
				Writing Focal Text: Aunt Isabel Tells a Good One			
Week 4	December 14-17 (4-day)	Remediation/Enrichment		Revisit Texts Use Additional Resources	Required Module Assessment		

MSD of Pike Township					
Module 5	Foundations	<u>Vocabulary</u>	Reading	Language	Writing
Priority Standards	2.RF.4.3 [64]	2.RV.1 [65]	2.RL.2.3 [66]	2.W.6.1.a [67]	2.W.3.3 [68]
grade level standards in this module.	2.RF.4.4 [69] 2.RF.4.6 [74]	2.RV.2.4 [70] 2.RV.2.5 [75]	2.RL.4.1 [71] 2.RN.2.2 [76] 2.RN.2.3 [78]	2.W.6.2.a [72] 2.W.6.2.b [77]	2.W.4 [73]
Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.			2.RN.4.1 [79]		
	Read short and long vowel one-syllable words.	Read multi-syllabic words with prefixes.	Explain how characters in a story respond to major events and challenges.	Write sentences with nouns and pronouns.	Apply the writing process. Develop topics for stories, poems,
	Read common high-frequency sight words.	Read multi-syllabic words with suffixes.	Use illustrations and other details to	Use commas in greetings and closings of letters, dates, and to separate items	and other narrative purposes.
	Read irregularly spelled high- frequency sight words.	Use a known root word as a clue to the meaning of an unknown word	gain information in the text. Identify what the author answers or	in a series. Capitalize proper nouns in addresses.	Write a beginning for a narrative. Use words to signal event order.
<u>Underlined</u> skills are important skills	Read multi-syllabic words with contractions.	with the same root. Identify when an affix is added to a	explains in a nonfiction text. Describe how an author uses facts to	days of the week, and dates.	Use details to describes actions, thoughts, and feelings in my writing.
	Read multi-syllabic words with suffixes.	known word.	support specific points in a nonfiction text.		Write an ending for a narrative.
			Identify the main idea of a multiparagraph text.		Apply the writing process.
			Identify the topic of each paragraph in a text.		
Topics	Long o Patterns Long i Patterns Homophones Multisyllabic Words: -ful, less	Suffixes -y, -ly, Prefix- dis- Content Area Words	Ideas and Support Figurative Language Characters (External/Internal Traits) Summarize Chronological Order	Proper Nouns Quotation Marks Abbreviations	Imaginative Story Personal Essay Prompt: Write about wht makes you unique.

Module 5	Foundations	<u>Vocabulary</u>	<u>Reading</u>	Language	Writing
Lesson Content	Lessons 1-5 Phonics: Long O Patterns (o, oa, ow) HFW: below, both, follow, most, move, own, road, show, window, yellow Fluency: Intonation Lessons 6-10 Phonics: Long I patterns and silent letters HFW: almost, become, begin, high, kind, might, night, one, open, opened Fluency: Expression Lessons 11-15 Phonics: Homophones HFW: began, book, of, ready, their, thought, two, whole, years, write Fluency: Accuracy and self- correction	Lessons 1-5 assured, exactly, precise, peered, respond, intent, contraption, replica assured, replica rare, relay, honored, success, politics, advice, earned, equal Suffixes -ly, -y Lessons 6-10 lot, stoop,volunteers, architect, manager, interviews rare, relay, honored, success, politics, advice, earned, equal Prefix: dis Lessons 11-15 workshop, issue, ensure, failure, devoted, smash troop, charge,solve, state, members, laws, capital, council Words that name people	Lessons 1-5 Ideas and Support Figurative Language Ask and Answer Questions Characters Lessons 6-10 Characters Synthesizing Text Features Evaluating Ideas and Support Lessons 11-15 Text organization (chronological order) Summarizing Content Area Words	Lessons 1-5 Quotation marks Commas in quotations Compound Sentences Lessons 6-10 Days of the week, months, holidays, verbs in the present, using proper nouns Lessons 11-15 Abbreviations for Titles for People, Days, Months, Places Verbs in Present, Past, and Future	Lessons 1-5 Priming the students Reading the Text Prewriting: Character Traits Lessons 6-10 Prewriting: Identifying the Centra Idea Drafting: Elements of Information Text Completing the Draft Revising Lessons 11-15 Revising: Strengthening Connections Editing: Peer Proofreading Publishing: Final Copy Sharing a Personal Essay
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment
Pacing Guidance		Lessons	Additional Standards	Text	Assessment
Week 1	January 4-8	Lessons 1-5	2.SL.2.1, 2.RF.4.2, 2.RF.5, 2.W.5, 2. RV.2.2, 2.RV.3.1, 2.RL.2.1, 2.RN.3.1, 2.RN.2.3, 2.RN.3.3, 2.W.6.2.c [80]	What's Good To Read Seed By Seed Going Places Writing Focal Text: Stand Tall, Molly Lou Melon	Weekly Assessment
Week 2	January 11-15	Lessons 6-10	2.RF.4.2, 2.RF.5 , 2.W.1, 2.RV.2.1, 2. RV.2.5, 2.RN.3.1, 2.RN.3.3, 2.W.6.2.c [81]	Wilma Rudolph: Against All Odds Great Leaders My Dream Playground Writing Focal Text: Stand Tall, Molly Lou Melon	Weekly Assessment
Week 3	January 19-22 (4-day)	Lessons 11-15	2.RF.5, 2.RV.1, 2.RV.2.5, 2.RV.3.2, 2. RL.2.1, 2.RL.4.1, 2.W.4, 2.W.6.2.c [82]	Whoosh! Who Are Government Leaders? Thomas Edison and the Lightbulb Writing Focal Text: Stand Tall, Molly Lou Melon	Weekly Assessment

MSD of Pike Township					
Module 5	Foundations	<u>Vocabulary</u>	Reading	Language	Writing
				Writing Focal Text: How I Became a Pirate Revisit Texts	
Week 4	January 25-29	Remediation/Enrichment	As Needed	Use Additional Resources	Required Module Assessment

	MSD of Pike Township Reading Curriculum Map - Grade 2							
Module 6	Foundations	Vocabulary	Reading	Language	Writing			
Priority Standards	2.RF.4.4 [83]	2.RV.2.2 [84]	2.RL.3.2 [85]	2.W.6.1.a [86]	2.W.3.3 [87]			
Bolded standards are important grade level standards in this module.	2.RF.4.6 [88]	2.RV.2.4 [89] 2.RV.2.5 [93]	2.RN.2.1 [90] 2.RN.2.3 [94]	2.W.6.1.b [91]	2.W.4 [92]			
Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected.		2.RV.3.1 [95]	2.RN.3.1 [96] 2.RN.3.2 [97]					
	Recognize and read common high-frequency and irregularly spelled sight words. Recognize and read abbreviations by sight. <u>Read multi-syllabic words</u> <u>composed of roots, prefixes</u> and suffixes.	Identify relationships among words (homophones) in a text. Identify and recognize that an affix (- er and -ing) can change the meaning of a root word. Recognize that an author uses words to provide rythym and meaning.	Identify differences in the points of view of characters. Describe how scientific ideas are connected in a nonfiction text. Describe how steps in a process or procedure are connected in a nonfiction text. Describe how text features are used in a nonfiction text. Explain how text features contribute to the understanding of the text. Identify a nonfiction text written to describe a		Develop topics for stories, <u>poems</u> , and other narrative purposes. Write a beginning for a narrative. <u>Use details to describes actions</u> , <u>thoughts</u> , and feelings in my writing. Apply the writing process.			
			procedure. Identify a nonfiction text written to show a cause and effect relationship.					
Topics	Syllables: add, blend, delete, and segment Inflections -s,-es Suffix -y, -ly	Suffixes: -er, -est Prefixes: un-, re- Homophones Multiple Meaning Words	Text Features Point of View Make Inferences Elements of Poetry Text Organization - Cause and Effect	Pronouns Subject/Verb Agreement The Verb Be	Poems Prompt: Write about the weather and you.			

	MSD of Pike Township Reading Curriculum Map - Grade 2							
Module 6	Foundations	Vocabulary	Reading	Language	Writing			
Lesson Content	Lessons 1-5 Phonics: Suffixes -y, -ly; multisyllabic words: suffixes - y, -ly HFW: any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were Fluency: Accuracy and self- correction Lessons 6-10 Phonics: Prefixes dis; HFW: anything, change, children, gone, good, notice, now, page, since, woman Fluency: Reading rate Lessons 11-15 Phonics: R-controlled vowel HFW: body, color, dark, hard, hour, large, part, started, warm, was Fluency: Phrasing	Lessons 1-5 accurate, boast, chief, clings, damage, excess, funnel, hazy, occur, pellets, predict, ruin, toasty, tough Suffixes: -er, -est Homophones Lessons 6-10 advantages, average, depends, develop, flash, front, gusts, hovers, impressed, joined, layer, particles, supplies, visible Prefixes: un-, re- Lessons 11-15 covers, creep, dimmer, drain, glide, hemisphere, produce, rumble, shimmering, slather, slithering, splatter, squirm, substance Inflections: -ed, -ing	Lessons 1-5 Text features Point of view Make inferences Text organization Lessons 6-10 Content-area words Make connections Point of view Evaluate Text features Lessons 11-15 Text features Ask and answer questions Elements of poetry Cause and effect	Lessons 1-5 Pronouns: subject, object, reflexive, and possessive Lessons 6-10 Subject/verb agreement, pronouns, verbs, abbreviations Lessons 11-15 Using am, is, are, was, and were Using the verb form of be Quotation marks	Lessons 1-5 Priming the students/text Vocabulary Prewriting Lessons 6-10 Prewriting Drafting Revising: integrating sensory details Conferencing Lessons 11-15 Revising: first person point of vie Editing: peer proofreading Publishing/sharing			
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment			
Pacin	g Guidance	Lessons	Additional Standards	Text	Assessment			
Week 1	February 1-5	Lessons 1-5	2.RV.1, 2.SL.2.1, 2.RN.2.3, 2.RV.2.2, 2.SL. 4.2, 2.W.6.2.c [98]	Weather Through The Seasons Freddy the Frogcaster Wild Weather Writing Focal Text: When The Moon Is Full	Weekly Assessment			
Week 2	February 8-12	Lessons 6-10	2.RF.5, 2.RV.2.4, 2.RL.2.1, 2.RN.2.2, 2.RN. 3.3, 2.RV.2.1, 2.RV.3.2, 2.W.6.2.c [99]	The Story of Snow Cloudette Get Read for Weather Writing Focal Text: When The Moon Is Full	Weekly Assessment			
Week 3	February 16-19 (4-day)	Lessons 11-15	2.RF.4.2, 2.RF.5, 2.RV.1, 2.RV.3.1, 2.RL.2.1, 2.RL.2.4, 2.W.1, 6.W.6.2.c [100]	Fall Leaves Whatever the Weather Rain Cloud in a Jar (Online Ed Video) Writing Focal Text: When The Moon Is Full	Weekly Assessment			

	MSD of Pike Township Reading Curriculum Map - Grade 2							
Module 6	Foundations	<u>Vocabulary</u>	Reading	<u>Language</u>	Writing			
				Writing Focal Text: When The Moon Is Full Revisit Texts				
Week 4	February 22-26	Remediation/Enrichment	As Needed	Use Additional Resources	Required Module Assessment			

	MSD of Pike Township Reading Curriculum Map - Grade 2							
Module 7	Foundations	Vocabulary	Reading	Language	Writing			
Priority Standards Bolded standards are important grade level standards in this module. <i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.	2.W.6.2.c [101]	2.RF.4.6 [102] 2.RV.2.4 [106]	2.RN.2.2 [103] 2.RN.2.3 [107] 2.RN.3.3 [109] 2.RN.4.1 [110]	2.W.6.2.b [104] 2.W.6.1.c [108]	2.W.3.3 [105]			
Essential Skills: SWBAT (Students will be able to) Underlined skills are important skills that are assessed on the module assessment.	Spell words with short and long vowel sounds, r-controlled vowels, and consonant blend patterns.	Read multi-syllabic words with prefixes. Read multi-syllabic words with suffixes. Use a known root word as a clue to the meaning of an unknown word with the same root. Identify when an affix is added to a known word.	Identify what the author answers in a nonfiction text. Identify what the author explains or describes in a nonfiction text. Describe how historical events are connected in a nonfiction text. Describe how an author uses facts to support specific points in a nonfiction text. Identify the main (central) idea of a multiparagraph nonfiction text. Identify the topic of each paragraph in a nonfiction text.	Use commas in greetings, closings of letters, dates, and to separate items in a series. Use adjectives to describe a noun in a sentence. Use adverbs to describe actions in a sentence.	purposes.			
Topics	R-controlled vowels -or, -ore, -er, -ir, -ur Vowel Team oo	Suffixes -ful, -less Prefix- pre- Context Clues	Text Organization Central Idea Setting Synthesize Text Features Make Inferences	Parts of a Letter Commas Adjectives	Imaginative Story Prompt: Write an imaginative story about characters you create and their adventures.			

	MSD of Pike Township Reading Curriculum Map - Grade 2							
Module 7	Foundations	Vocabulary	Reading	Language	Writing			
Lesson Content	Lessons 1-5 R-controlled vowels: or, ore Lessons 6-10 R-controlled vowels, er, ir, ur Vowel patterns; air, are, ear Lessons 11-15 Phonics: vowel team oo; Multisyllabic words: oo	Lessons 1-5 approached, communicate, deal, display, figured, hiring, motioned, otherwise, pledge, potential, retire, selfless, series, smudge Suffixes -ful, -less Shades of meaning Lessons 6-10 arrange, ashamed, attended, current, elders, immigrant, overflowing, pride, settled, soared Prefix: pre- Lessons 11-15 compound words, aching, allowed, alone, briskly, dared, deserved, frigid, gripped, gushed, lend, reminding, secret, starlit, whir Compound words	Lessons 1-5 Text organization: ideas and support Lessons 6-10 Text organization Central idea Lessons 11-15 Central idea, setting, ideas and support	Lessons 1-5 Commas, dates, places, parts of a letter, irregular verbs Lessons 6-10 Commas in a series of nouns and verbs, pronouns Lessons 11-15 Adjectives and adverbs-how things look, feel, and sound	Lessons 1-5 Imaginative stories-priming the students/text Vocabulary Prewriting Lessons 6-10 Prewriting and drafting: elements a narrative Revising Conferencing: integrating dialogu Lessons 11-15 Editing: formatting dialogue Publishing/sharing			
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment			
Pacir	ng Guidance	Lessons	Additional Standards	Text	Assessment			
Week 1	March 1-5	Lessons 1-5	2.RV.1, 2.SL.2.1, 2.RF.4.4, 2.RF.5, 2. W.5, 2.RV.2.2, 2.RV.2.5, 2.RN.2.3, 2. RN.3.1 [111]	Get to Know Biographies Miss Moore Thought Otherwise I Am Helen Keller	Weekly Assessment			
Week 2	March 8-12	Lessons 6-10	2.RF.4.4, 2.RF.5 , 2.W.1, 2.RV.2.1, 2. RV.2.5, 2.RN.2.1, 2.RN.2.3, 2.RN.3.1, 2.RN.3.2 [112]	The Camping Trip That Changed America How to Make a Timeline The Stories He Tells Writing Focal Text: How I Became a Pirate	Weekly Assessment			
Week 3	March 15-19	Lessons 11-15	2.RF.4.2, 2.RF.4.3, 2.RF.4.4, 2.RF.5, 2.RV.1, 2.RV.2.5, 2.RV.3.1, 2.RL.2.1, 2.RL.4.1, 2.W.4 [113]	Molly, by Golly! Drum Dream Girl Robert Clements (Online Ed Video) Writing Focal Text: How I Became a Pirate	Weekly Assessment			

	MSD of Pike Township Reading Curriculum Map - Grade 2							
Module 7	Module 7 Foundations Vocabulary Reading Language Writing							
				Writing Focal Text: <i>How I Became a Pirate</i> Revisit Texts				
Week 4	March 22-26	Remediation/Enrichment	As Needed	Use Additional Resources	Required Module Assessment			

		MSD of Pike Townsh	nip Reading Curriculum Map - Grade 2		
Module 8	Foundations	Vocabulary	Reading	Language	Writing
Bolded standards are important grade level standards in this module. Italicized standards indicate that this is the last time assessed and, therefore, mastery is expected. Essential Skills: SWBAT (Students will be able to)	2.RF.4.2 [114] 2.RF.4.3 [119] Decode two-syllable words with the VV pattern. Read short and long vowel one-syllable words. <u>Read multi-syllabic words</u> with prefixes. Read common high- frequency sight words. Read irregularly spelled high- frequency sight words	2.RV.2.5 [120] Use a known root word as a clue to the meaning of an unknown word with the same root. Identify when an affix is added to a known word. Use reference materials to determine the meaning of words or phrases.	 2.RN.3.1 [121] 2.RN.3.2 [124] 2.RL.2.3 [125] 2.RL.4.1 [126] Describe how steps in a process or procedure are connected in a nonfiction text. Identify a nonfiction text written to show a cause and effect relationship. Describe how characters in a story respond to major events and challenges. Describe the plot (conflict) of a story. Describe how the beginning introduces what will happen in the story. Describe how the ending includes solving the problem in the story. Use the illustrations and details to describe characters, setting, and plot in a story. Describe how scientific ideas are connected in a nonfiction text. 	2.W.6.1.c [117] 2.W.6.1.b [122] Use adjectives to describe a noun in a sentence. Write sentences that use past tense irregular verbs. Understand the functions of different types of verbs in sentences. Show when actions happen by changing the verb in my sentence.	2.W.4 [118] 2.W.3.2 [123] <u>Write a paragraph or paragraphs on a topic to explain the steps in a procedure.</u> Include an introduction, details, and conclusion in my writing. Apply the writing process.
	Vowel Patterns: oo, ear, eer Vowel teams: ou, ow Diphthongs: oy, oi Multi-syllabic words	Inflection: -s, -es Prefix: mis-, dis- Action and direction words Classify and categorize		Adjectives: -er,-est Irregular verbs	Procedural Text Prompt: Write the steps to complete an activity. Describe the activity in a paragraph and write steps in a list.

MSD of Pike Township Reading Curriculum Map - Grade 2						
Module 8	Foundations	Vocabulary	Reading	Language	Writing	
Lesson Content	Lessons 1-5 Phonics: Vowel patterns: /oo/; multisyllabic words: /oo/ HFW: about, floor, food, group, knew, music, room, school, soon, through Fluency: Reading rate Lessons 6-10 Phonics: Vowel teams: ou, ow; diphthongs oy, oi HFW: boys, brown, found, house, listen, oil, point, sound, town, voice Fluency: Expression Lessons 11-15 Phonics: Vowel pattern: short o, ear, eer HFW: also, ball, call, could, every, near, talk, tall, would, year Fluency: Phrasing	Lessons 1-5 fuels, lumber, mature, minerals, moisten, process, provides, rise, scales, seedlings, spiky, sprout, trapping, winged Inflections: -s, -es Lessons 6-10 adorable, cleared, faithful, glanced, hauling, longed, oversized, plenty, remained, seeking, swipe, whacked, whimpered Prefix: mis- Lessons 11-15 attack, barely, extra, loosen, nasty, poke, prickles, replaced, sensitive, sharp, signed, thorns, traveled, vitamins Prefix: dis-	Lessons 1-5 Text features Evaluate Text organization Research: choose and use sources Lessons 6-10 Characters Retell Story structure Make connections Lessons 11-15 Story structure Synthesize Text organization Cause and effect	Lessons 1-5 Telling how many Adjectives: -er, -est Subject/verb agreement Lessons 6-10 Have, has, had,do, does, did Irregular verbs Lessons 11-15 Action verbs: say, eat, run, sit, hide, tell give, take, see, go,present and past Irregular verbs	Lessons 1-5 Priming the students/text Vocab Prewriting: procedural text Lessons 6-10 Prewriting Drafting: steps in the process Revising Lessons 11-15 Revising: parallel structure Editing: peer proofreading Publishing Sharing	
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment	
	Know It, Show It	Know It, Show It	Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required:	Writer's Notebook	Weekly Assessment Performance Task Required:	
	Know It, Show It Printables	Know It, Show It Printables	Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Writer's Notebook Text The Growth of a Sunflower From Seed to Pine Tree Plant Needs to Grow Writing Focal Text: From Seed to Plant The Legend of the Indian Paintbrush Jack and the Beanstalk Jackie and the Beanstalk	Weekly Assessment Performance Task Required: Module Assessment	

MSD of Pike Township Reading Curriculum Map - Grade 2							
Module 8	Foundations	<u>Vocabulary</u>	Reading	Language	Writing		
Week 3	April 19-23	Lessons 11-15		The Patchwork Garden Don't Touch Me! George Washington Carver (Online Ed Video) Writing Focal Text: From Seed to Plant	Weekly Assessment		
Week 4	April 26-30	Remediation/Enrichment	As Needed	Revisit Texts Use Additional Resources	Required Module Assessment		

		MSD of Pike Township	Reading Curriculum Map - Grade 2		
Module 9	Foundations	Vocabulary	Reading	Language	Writing
Priority Standards Bolded standards are important grade level standards in this module. <i>Italicized</i> standards indicate that this is the last time assessed and, therefore,	2.RF.4.2 [130] 2.RF.4.6 [135]	2.RV.2.1 [131] 2.RV.3.1 [136]	1 2 2	2.W.6.2.b [133] 2.W.6.1.c [138]	2.W.5 [134] 2.W.4 [139] 2.W.3.2 [141]
mastery is expected. Essential Skills: SWBAT (Students will be able to) Underlined skills are important skills that are assessed on the module assessment.	Read multisyllabic words with contractions. <u>Read multi-syllabic words with</u> <u>prefixes.</u> Read common high-frequency sight words. Read irregularly spelled high- frequency sight words. <u>Decode two-syllable words in</u> <u>six major syllable patterns</u> .	Use context clues (word or sentence clues) to determine the meaning of an unknown word. Recognize that authors use words (i. e. idioms, repeating lines) to provide rhythm and meaning.	Identify the order of events in a text. Describe how text features are used in a nonfiction text. Explain how text features contribute to the understanding of the text. Describe how an author uses facts to support specific points in a nonfiction text. Describe how scientific ideas are connected in a nonfiction text. Describe how steps in a process or procedure are connected in a nonfiction text.	Use an apostrophe to make a <u>contraction and show ownership</u> . Use adjectives to describe a noun in a sentence. Use adverbs to describe actions in a sentence.	Conduct research on a topic. Find information on my topic. Organize, summarize, and present the information in a variety of formats. Apply the writing process.
Topics	Multisyllabic Words: Prefix, pre-, un-, mis- Three letter blends Compound Words	Nouns - words that name places Context clues	Figurative Lnguage Text Organization Digital Sources	Contractions Adjectives Adverbs	Research Report Prompt: Write about an animal and its special relationship with others. Research the relationship and write about it.

Lesson Content	contractions	Lessons 1-5 adjusting, coast, crouches, flock, generations, harsh, mingles, pieced, prances, preserving, role, route, trills, wobbly Lessons 6-10 attached, crack, hide, permanent, prepare, pronounced, romped, separate, sheltered, surface, weary, wildlife, wit, wraps Prefix: mis- Lessons 11-15 arrive, boisterous, growled, grumpy, joking, offered, remarkable, routines, shrugged, stoked, stubborn,	Lessons 1-5 Text organization Figurative language Ideas and support Lessons 6-10 Create mental images Text features Elements of poetry Text organization Lessons 11-15 Figurative language Chronological order	Lessons 1-5 Contractions with not, pronouns Forming contractions Lessons 6-10 Adverbs that tell how, when, and where Adjectives and adverbs Lessons 11-15 Nouns ending with 's Forming possessive nouns Contractions	Lessons 1-5 Research report Priming the students/text Vocabulary Lessons 6-10 Prewriting: conducting research Drafting Revising: integrating compound sentences Lessons 11-15 Revising: sentence structure Editing Publishing Sharing
	Lessons 11-15 Phonics: Consonant: le, the soft /ge/, /dge/ HFW: above, again, along, myself, once, piece, something, table, they, wanted Fluency: Intonation	surrounding, thickets, tucked Prefix: pre-			
Assessments	Optional: Know It, Show It Printables	Optional: Know It, Show It Printables	Optional: Weekly Assessment Know It, Show It Selection Quizzes Inquiry and Research Project Required: Module Assessment	Optional: Writer's Notebook	Optional: Weekly Assessment Performance Task Required: Module Assessment
Pacing	Guidance	Lessons	Additional Standards	Text	Assessment
Week 1	May 3-7	Lessons 1-5	2.RF.5, 2.RV.2.5, 2.SL.2.1, 2.RN.2.1, 2. RN.2.3, 2.W.6.2.c [142]	The Best Habitat for Me Nature's Patchwork Quilt The Long, Long Journey Writing Focal Text: The Great Kapok Tree	Weekly Assessment
Week 2	May 10-14	Lessons 6-10	2.RF.4.4, 2.RF.5, 2.RV.2.4, 2.RV.2.5, 2. RL.2.1, 2.RN.2.1, 2.RN.2.3, 2.W.3.2, 2.W. 4, 2.W.5, 2.W.6.2.c [143]	Kali's Story: An Orphaned Polar Bear Rescue Sea Otter Pups At Home in the Wild Writing Focal Text: The Great Kapok Tree	Weekly Assessment
Week 3	May 17-21	Lessons 11-15	2.RF.4.2, 2.RF.4.4, 2.RF.5, 2.RV.1, 2.RV. 2.4, 2.RV.2.5, 2.RL.2.2, 2.RN.2.3, 2.W.1, 2.W.3.2, 2.W.4, 2.W.5, 2.W.6.2.c [144]	Out of the Woods Abuelo and the Three Bears Ducklings Jump from Nest (Online Ed Video) Writing Focal Text: The Great Kapok Tree	Weekly Assessment

			Writing Focal Text: The Great Kapok Tree	
Week 4 May 24-25	Remediation/Enrichment	As Needed	Revisit Texts Use Additional Resources	Required Module Assessment

English Language Arts: Grade 2

READING

<u>Guiding Principle</u>: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

Reading: Foundations

Learning Outcome

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

2.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.		
Print Cond	:epts		
2.RF.2.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.		
2.RF.2.2	Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.		
2.RF.2.3	Students are expected to build upon and continue applying concepts learned previously. <u>1.RF.2.3</u> Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).		
2.RF.2.4	Students are expected to build upon and continue applying concepts learned previously. <u>1.RF.2.4</u> Learn and apply knowledge of alphabetical order.		
Phonologi	ical Awareness		
2.RF.3.1	Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1 Identify and produce rhyming words.		
2.RF.3.2	Students are expected to build upon and continue applying concepts learned previously. <u>1.RF.3.2</u> Blend sounds, including consonant blends, to produce single- and multi-syllable words.		
2.RF.3.3	Students are expected to build upon and continue applying concepts learned previously. <u>1.RF.3.3</u> Add, delete, or substitute sounds to change single-syllable words.		
2.RF.3.4	Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words		
2.RF.3.5	Students are expected to build upon and continue applying concepts learned previously. <u>1.RF.3.5</u> Segment the individual sounds in one-syllable words.		

Phonics	
2.RF.4.1	Students are expected to build upon and continue applying concepts learned previously. <u>1,RE_1</u> Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.
2.RF.4.2	Use knowledge of the six major syllable patterns (CVC, <u>CVr</u> , V, W, <u>VCe</u> , <u>Cle</u>) to decode two-syllable words, independent of context.
2.RF.4.3	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
2.RF.4.4	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., <u>through</u> , tough, Jan., Fri.). Further guidance for support <u>will be provided</u> in the Literacy Framework.
2.RF.4.5	Know and use common word families when reading unfamiliar words (e.g., -ale, - <u>est</u> , -ine, - <u>ock</u>). Further guidance for support will be provided in the Literacy Framework.
2 PE / 6	Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters') and compound words

Reading: Literature					
Elements an	ree key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural id Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students le to meet the Learning Outcome for Reading: Literature.				
Learning	Dutcome				
2.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.				
Key Ideas	and Textual Support				
2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.					
2.RL.2.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. <i>Further guidance for support will be provided in the Literacy Framework.</i>				
2.RL.2.3	Describe how characters in a story respond to major events and how characters affect the plot.				
2.RL.2.4	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.				

2.RL.3.1	1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	
2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by cha usually enclosed in quotation marks.		
Synthesis and Connection of Ideas		
2.RL.4.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
2.RL.4.2	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.	

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural					
	I Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students e to meet the Learning Outcome for Reading: Nonfiction.				
Learning C	Dutcome				
2.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding a needed at the high end.				
Key Ideas	and Textual Support				
2.RN.2.1	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.				
2.RN.2.2	Identify the main idea of a multiparagraph text and the topic of each paragraph.				
2.RN.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process o procedure in a text.				
Structural	Elements and Organization				
2.RN.3.1	Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.				
2.RN.3.2	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.				
2.RN.3.3	Identify what the author wants the reader to answer, explain, or describe in the text.				

Structural Elements and Organization

2.RN.4.1 Describe how an author uses facts to support specific points in a text.

2.RF.4.0 Fluency	sisters), and compound words. Further guidance for support <u>will be provided</u> in the Literacy Framework.	2.RN.4.2	Compare and contrast the most important points presented by two texts on the same topic.	
2.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	2.RN.4.3	Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.	
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WRITING

<u>Guiding Principle:</u> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Writing

There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

2.W.1	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
Handwriting	
2.W.2.1	Write legibly by forming letters correctly and spacing words and sentences properly.
2.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.

Writing Genres: Argumentative, Informative, and Narrative

2.W.3.1	Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action <u>should be followed</u> .		
2.W.3.2 Write a paragraph or paragraphs on a topic or main idea that introduce a topic, provide facts and details about the topic, and provide a concluding statement.			
2.W.3.3	 Develop topics for friendly letters, stories, poems, and other narrative purposes that – Include a beginning. Use temporal words to signal event order (e.g., first of all). Provide details to describe actions, thoughts, and feelings. Provide an ending. 		
The Writin	g Process		
2.W.4	 Apply the writing process to – Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, Grade 2 Indiana Academic Standards 2014 7 sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. Use available technology to produce and publish legible documents. 		
The Resea	rch Process: Finding, Assessing, Synthesizing, and Reporting Information		
2.W.5	 With support, conduct short research on a topic. Find information on a topic of interest (e.g., cardinals). Identify various visual and text reference sources. Organize, summarize, and present the information, choosing from a variety of formats. 		
Conventio	ns of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling		
2.W.6.1	Demonstrate command of English grammar and usage, focusing on: 2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. 2.W.6.1b Verbs –		
	Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., action, linking) in sentences. W.6.1c Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs. W.6.1d Prepositions – Standard begins at fourth grade. 4.W.6.1d Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence. W.6.1d Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and		

Reading: Vo	
	key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature 1 Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for abulary.
Learning O	utcome
2.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
Vocabulary	Building
2.RV.2.1	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
2.RV.2.2	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).
2.RV.2.3	Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations
2.RV.2.4	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word. Further guidance for support will be provided in the Literacy Framework.
2.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.RV.3.1	provide rhythm and meaning in a story, poem, or song.
2.RV.3.2	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
2.RV.3.3	Standard begins at third grade. <u>3.RV.3.3</u> : Recognize the meanings of idioms in context.

Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to

SPEAKING AND LISTENING

2.RV.3.1

<u>Guiding Principle</u>: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

Speaking and Listening			
There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.			
Learning O	utcome		
2.SL.1	2.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.		
Discussion	and Collaboration		
2.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.		
2.SL.2.2	Standard begins in third grade. 3. <u>SL 2.2</u> : Explore ideas under discussion by drawing on readings and other information.		
2.SL.2.3 Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.			

MEDIA LITERACY

created by me agents of socia beliefs, and ex Students deve	ole: Students develop critical thinking about the messages received and dia. Students recognize that media are a part of culture and function as alization and develop understanding that people use individual skills, periences to construct their own meanings from media messages. Iop media literacy skills in order to become more informed, reflective, and ipants in society.	2.W.6.2	exclamatory sentences. Demonstrate command of capitalization, punctuation, and spelling, focusing on: <u>2.W.6.2a</u> Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. <u>2.W.6.2b</u> Punctuation – • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns.
Media Liter	racy		Using commas in greetings and closings of letters, dates, and to separate items in a series.
By demonstra	ating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.		2.W.6.2c Spelling – Orrectly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
Learning C	Dutcome		 Generalizing learned spelling patterns (e.g., word families) when writing words.
2.ML.1	Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.		Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
Media Litera			
2.ML.2.1	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.		
2.ML.2.2	Standard begins in fifth grade, <u>5.ML.2.2</u> : Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.		

READING

Guiding Principle: Students transition from "learning to recal" to "recoling to keam." Students develop and apply a wide range of transpies to comprehend, interpret, evaluate, and appreciate tests. They read a walk range of directance in several genes from a working of the princip and contracts from a work to work to a work to avail an advectanting of the many maximum (a several genes) that and a several directance from a work to work to avail an advectanting of the many maximum (a several genes) that and the several direct from a work to work to avail an advectanting of the many maximum (a several maximum (a several maximum (a several genes) that detertification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)!

READING: Foundations There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: foundations.

LEARNING OUTCOME			the following: ARNING OUTCOME I Id, and apply knowle	edge of foundational	I reading skills				
OUTC	KINDERGARTEN K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness,	GRADE 1 1.8F.1: Develop an understanding of the five components of reading (reint concent)	GRADE 2 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts,			GRADE 5 5.RF.1: Apply foundational reading skills to demonstrate reading fluency and			L
0	K.RF.1: Understand and	1.RF.1: Develop an	2.RF.1: Demonstrate an	3.RF.1: Apply	4.RF.1: Apply	5.RF.1: Apply	11		KI K.I
	print concepts, phonics,	five components of	five components of	3.RF.1: Apply foundational reading skills to build reading fluency and	4.8F.1: Apply foundational reading skills to demonstrate reading fluency and	skills to demonstrate		N N	
2	phonemic awareness, vocabulary, and fluency		reading (print concepts,	fluency and comprehension.	reading fluency and comprehension.	reading fluency and comprehension.		Ĕ	en rei pu
ž	and comprehension as a	phonemic awareness, phonics, vocabulary,	phonemic awareness, phonics, vocabulary,	comprenention.	comprenentation.	comprenentation.		ō	pu un
E	foundation for developing reading	and fluency and comprehension) to	and fluency and comprehension) to					2	
۳.	skils.	build foundational	build foundational					EARNING OUTCOME	L
ş		reading skills.	reading skils. RF.2: PRIN					E.	
CONCEPTS	Demonstrate underst KINDERGARTEN	anding of the organization GRADE 1	on and basic features of p GRADE 2	rint, including that printe GRADE 3	d materials provide infor GRADE 4	GRADE 5			
ž	K.RF.2.1: Demonstrate	1.RF-2.1:					1		
6	print moves from left to	to build upon and	to build upon and	to build upon and	to build upon and	to build upon and		_	-
PRINT	print moves from left to right across the page and from top to	continue applying	continue opplying	continue applying	continue applying	continue applying		M	
•	bottom.	1.RF-2.1: Students are expected to build upon and continue applying concepts learned previously.	2.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.	3-89-22-1: Students are expected to build upon and continue applying concepts learned previously.	4.49-22.1: Students are expected to build upon and continue applying concepts learned previously.	5.49-22.1: Students are expected to build upon and continue applying concepts learned previously.		8.	ю
_	K.RF.2.2: Recognize that	1.RF.2.2:	2.RF.2.2:	3.8F.2.2	4 95 2 2	5.RF.2.2:	1	IDEAS AND TEXTUAL	5 K.
	written words are made up of sequences of	Students are expected to build upon and	Students are expected to build upon and	Students are expected to build upon and	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and	-	N SN	qu
	letters.	to build upon and continue applying concepts learned	to build upon and continue applying concepts learned	to build upon and continue applying concepts learned	continue applying	to build upon and continue applying concepts learned			qu im te: co
		concepts learned previously.	concepts learned previously.	concepts learned previously.	concepts learned areviously.	concepts learned previously.		KEY	0
	K.RF.2.3: Recognize that words are combined to	1.RF.2.3: Recognize the components of a	previously. 2.RF.2.3:	previously. 3.RF.2.3:	previously. 4.RF.2.3:	previously. 5.RF.2.3:	1_'	_	
	form sentences.	components of a sentence (e.g.,	Students are expected to build upon and continue applying	Students are expected to build upon and	Students are expected to build upon and	Students are expected to build upon and			K.
		sentence (e.g., capitalization, first word, ending	continue applying	3.RF.2.3: Students are expected to build upon and continue applying	4.RF.2.3: Students are expected to build upon and continue applying concepts learned	5.RE-2.3: Students are expected to build upon and continue applying	I		k
		word, ending punctuation).	previously.		previously.	previously.	1		1
	K.RF-2-4: identify and name all uppercase (capital) and lowercase letters of the alphabet.	punctuation). 1.RF.2.4: Learn and apply knowledge of alphabetical order.	concepts learned previously. 2.RF.2.4: Students are expected to build upon and	previously. 3.RF.2.4: Students are expected to build upon and	previously. 4.RF.2.4: Students are expected to build upon and	concepts learned previously. 5.RF-2.4: Students are expected to build upon and	1		L
	(capital) and lowercase	appry knowledge of alphabetical order.	to build upon and	to build upon and	to build upon and	to build upon and	17		K d b in
	letters of the alphabet.		continue applying concepts learned	continue applying concepts learned	continue applying concepts learned	continue applying concepts learned	1		Ь
			previously.	previously.	concepts learned previously.	previously.	-		in id
		and a standard to the	RF.3: PHONOLOG	ICAL AWARENESS			-		in
	KINDERGARTEN	GRADE 1 1.RF.3.1:	fing and apply know GRADE 2 2.8F.3.1:		rds, syllables, and s GRADE 4 4.8F.3.1:		-		
	K.RF.3.1: Identify and produce rhyming	1.RF.3.1:	2.8F.3.1:	3.05.3.4	4.8F.3.1:	6.06.3.4	1		
8	words.	Students are expected to build upon and continue applying concepts learned associated	Students are expected to build upon and continue applying concepts learned previously	Students are expected to build upon and continue applying concepts learned exercised	students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned exercises	-		
PHONOLOGICAL AWARUNESS		continue opplying	continue applying	continue applying	continue applying	continue applying	-		
		previously.					-		
2	K.RF.3.2: Orally pronounce, blend, and	previously. 1.RF.3.2: blend sounds, including consonant.	2.05.3.2	3.05.3.2	4.05.3.2	5.05.3.2	-		F
ğ	segment words into	including consonant blends, to produce single- and multi- syllable words.	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned		S	K.
Į	syllables.	single- and multi-	continue applying	continue applying	continue applying	continue applying	-	URES	te
ğ			z.RF.3.3:	previously.	previously.	previously. 5.RF.3.3:		<u>t</u>	di re tt
•	K.RF.3.3: Orally blend the onset (the initial	1.RF.3.3: Add, delete, or substitute sounds to	2.RF.3.3: Students are expected	previously. 3.RF.3.3: Students are expected	previously. 4.RF.3.3: Students are expected	5.RF.3.3: Students are expected		STRU	re
	sound) and the rime (the vowel and ending	change single-syllable	to build upon and	to build upon and	to build upon and	to build upon and		DS	tt
	(the vowel and ending sound) in words.	words.	to build upon and continue applying concepts learned previously.	continue applying concents learned	4.89-3-3: Students are expected to build upon and continue applying concepts learned previously.	Students ore expected to build upon and continue applying concepts learned previously.	1	AN	
			previously.	3-KH-3-3: Students are expected to build upon and continue applying concepts learned previously.		previously.		EATURES AND	aj K. tł
	K.RF.3.4: Tell the order of sounds heard in	1.RF.3.4: Distinguish			4.RF.3.4:			Ē	G
	words with two or three	beginning, middle (medial), and final sounds in single-syllable	to build upon and	to build upon and	to build upon and	to build upon and	_	12	ľ
	words with two or three phonemes, and identify the beginning, middle (medial) and final	sounds in single-syllable	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and continue applying concepts learned	-	-	
	organite moore		concepts learned previously.	concepts red/fied	and the second	same pro rearried	I 1	1.1	1
	(medial) and final			previously.	previously.	previously.			
	(medial) and final sounds.	1 DE 3 5: Segment the		previously.		previously.	-		
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to	1.RF.3.5: Segment the individual sounds in	2.RF.3.5:	3.8F.3.5:	4.85.3.5:	S.RF.3.5:			
	sounds. K.RF.3.5: Add, delete,		2.RF.3.5: Students are expected to build upon and	3.RF.3.5: Students are expected	4.85.3.5:	S.RF.3.5:			K. SI
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to	individual sounds in	2.RF.3.5: Students are expected to build upon and continue applying concepts learned	3.8F.3.5:		S.RF.3.5:			K. 51 58
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to	individual sounds in one-syllable words.	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. BF 4: D	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	4.8F.3.5: Students are expected to build upon and continue applying concepts learned previously.	previously.			K. 51 54
	Sounds. K.RF.J.S. Add, delete, or substitute sounds to change words.	individual sounds in one-syllable words.	2.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. BF 4: D	3.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.	4.8F.3.5: Students are expected to build upon and continue applying concepts learned previously.	s.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.			K. 51 54
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to change words.	individual sounds in one-syllable words.	2.RF.3.5: Students are expected to build upon and concepts learned previously. RF.4: P ad words by applyi GRADE 2 2.RF.4.1:	previously. 3.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and word GRADE 3 3.8F.4.1:	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. d analysis skills GRADE 4 4.RF.4.1:	SRF.4.1:			K. 51 54
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to change words.	individual sounds in one-syllable words.	2.RF.3.5: Students are expected to build upon and concepts learned previously. RF.4: P ad words by applyi GRADE 2 2.RF.4.1:	previously. 3.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and word GRADE 3 3.8F.4.1:	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. d analysis skills GRADE 4 4.RF.4.1:	SRF.4.1:			K. 51
	Sounds. K.R.F.J.S. tadd, delete, or substitute sounds to change words. KINDERGARTEN K.R.F.A.1: Use latter- sound involvidge to decode the sound of	Individual sound i in one-syllable words. Decode and re GRADE 1 1.R.F.A.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short	2.8F.3.5: Students are expected to build upon and concepts learned previously. RF.4: P and words by applyin GRADE 2 2.8F.4.1: Students are expected to build upon and	previously. 3.RF.3.5: Students are expected to build upon and concepts learned previously. HONICS ang phonics and word GRADE 3 3.RF.4.1: Students are expected to build upon and	ARF.3.5: Students are expected to build upon and concepts learned previously. GRADE 4 ARF.A.1: Students are expected to build upon and	S.RF.J.S: Students are expected to build upon and concepts learned previously. GRADE S S.RF.A.L: Students are expected to build upon and			
	Sounds. K.RF.3.5: Add, delete, or substitute sounds to change words.	Individual sounds in one-syllable words.	2.RF.3.5: Students are expected to build upon and concepts learned previously. RF.4: P ad words by applyi GRADE 2 2.RF.4.1:	previously. 3.8F.3.5: Students are expected to build upon and continue applying concepts learned previously. HONICS ng phonics and word GRADE 3 3.8F.4.1:	4.RF.3.5: Students are expected to build upon and continue applying concepts learned previously. d analysis skills GRADE 4 4.RF.4.1:	SRF.4.1:			×
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PHONICS	20045. KEN3.53.40d, dekter, KEN3.53.40d, dekter, KEN3.53.40d, dekter, KEN3.54.51.00d, KEN3.55.00d, KEN3.	Individual sounds in one-ryllable words. Decode and rr GRADE 1 LRFAL: Use Ister- sound Innovedge of single consensant; Bind and loth sound), short consensant binds and dort sound), short consensant binds and dirty sound is an an an and dirty sound is an	2.45.3.5 Students are expected to access the suppling concepts formed previously. RF.4: P add words by apply GRADE 2 2.85.4.1 Students are expected to build space and concepts formed previously.	APPROACH, BAR3.2: Students are expected to build upon and continue applying concepts learned previously. HONICS gphonics and wore GRADE 3 SAFA.1: Students are expected to build upon and contexts learned previously.	4.8F3.3: Divident are expected concept learned previously. d analysis skills GRADE 4 4.8F4.1: Student or expected to bail upon and concept learned previously.	preveauly. BAS-3.5: Bruidento are expected to build upon and continue applying previdualy. GRADE 5 SASEA.1: Students are expected to build upon and contexpat learned previdualy.		INECTION OF IDEAS	K it a
PHONICS	20045. Add delete, LEAJ ST Add delete, LEAJ ST Add delete, LEAJ ST Add delete, LEAJ ST Add Rest Strand to charge works. KINDERGARTEN KARSALTU III kitter- sound Investige to decide the sound of each constant (e.g., dr. (dr.)py, soog = /d/ pp.).	Individual sounds in one-ryllable words. Decode and rr GRADE 1 LRFAL: Use Ister- sound Innovedge of single consensant; Bind and loth sound), short consensant binds and dort sound), short consensant binds and dirty sound binds and controlled wowls to decode phonetecially and dirpath, wow Isaams (e.g., o) and dirpaths, to decode phonetecially op. black, boot, her), poblack, boot, her),	2.45.3.5 Students are expected to access the suppling concepts formed previously. RF.4: P add words by apply GRADE 2 2.85.4.1 Students are expected to build space and concepts formed previously.	APPROACH, BAR3.2: Students are expected to build upon and continue applying concepts learned previously. HONICS gphonics and wore GRADE 3 SAFA.1: Students are expected to build upon and contexts learned previously.	APC-3.5: Comparing the product of the second seco	preveauly. BAS-3.5: Bruidento are expected to build upon and continue applying previdualy. GRADE 5 SASEA.1: Students are expected to build upon and contexpat learned previdualy.		0Ľ	K it a
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PHONICS	20078. Add detet. to substitute sounds to change words. EXINCERGARTEN Raff-4.L Use litter- sound innovidage to decode the sound of decode the sound of decode days. <i>I</i> (<i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>)) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>)) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>)) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>)) <i>I</i> (<i>I</i>), topp <i>I</i> <i>I</i>), topp <i>I</i> (<i>I</i>), to	individual isounds in one-syllable world. Decode and ru GRADE LAFA.T: Unatance LAFA.T: Unatance LAFA.T: Unatance LAFA.T: Unatance and lark sounds, short and lark sounds in the major syllable soutes in the ma	2.87.3.5: 2.87.3.5: 2.87.3.5: 2.87.3.5: 2.87.3.5: 2.87.4.5:	JARGAS: Students or expected build upon on the build upon on concept learned previously. HONICS BADGAS: BADGAS: Advecting GRADES JARGAS: Understand continue applying continue	ARF.3.5 Comparing the second	Jerenousy. 5.454.3.5: Students or expected build upon and concept fermed previously. Castrat. Castr		0Ľ	K ida P K ida d tit
PHONICS	20078. Add detet. to substitute sounds to change words. EXINCERGARTEN Raff-4.L Use litter- sound innovidage to decode the sound of decode the sound of decode days. <i>I</i> (<i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>)) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>)) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>)) <i>I</i> (<i>I</i>), topp <i>I</i> (<i>I</i>)) <i>I</i> (<i>I</i>), topp <i>I</i> <i>I</i>), topp <i>I</i> (<i>I</i>), to	individual counts in one-syllable world. Decode and ru GRADE LAFA.T: Unattern LAFA.T: Unattern and lark sounds, short and lark sounds and departs patient and lark sounds and patient and patient and lark sounds and patient and patient and lark sounds and patient and	2.87.3.5: 2.87.3.5: 2.87.3.5: 2.87.3.5: 2.87.3.5: 2.87.4.5:	Arencoury Staffast are expected Staffast are expected Continue applying concept learned previously. HONICS Staffast and wort Contact learned previously. Staffast and wort Contact learned staffast are applied to build upon and concept learned previously. Staffast are supported to build upon and concept learned previously. Staffast are supported to build upon and concept learned previously.	ARF.3.5: Comparing the second se	preveauxy. SAEJAS: Sudarts or expected Sudarts for expected Southers payling concepts learned preveauxy. SAEJAS:		0Ľ	K ida P K ida d tit
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PHONICS	20045. KEN3.53.40d, dekter, KEN3.53.40d, dekter, KEN3.53.40d, dekter, KEN3.54.51.00d, KEN3.55.00d, KE	Individual sounds in one-syllable world. Decode and a COMONT LARAL. Use letter- sound incovelage of single consensate, there consensate there and long versel, and ver	243-3-1: 224-3-1:	Arencoury Staffast are expected Staffast are expected Continue applying concept learned previously. HONICS Staffast and wort Contact learned previously. Staffast and wort Contact learned staffast are applied to build upon and concept learned previously. Staffast are supported to build upon and concept learned previously. Staffast are supported to build upon and concept learned previously.	ARF.3.5: Comparing the second se	preveauxy. SAEJAS: Sudarts or expected Sudarts for expected Southers payling concepts learned preveauxy. SAEJAS:		CONNECTION OF	Kica P Kicisid titu Kicisid
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PHONICS	Development of the second seco	Individual ready in experiptible works, Decoder and fra CHMC1 LIAA.2 to use there: and a second second grant and a second second grant and a second second grant and a second second grant and a second second grant departs, experiments and a second second grant departs, experiments and a second second grant departs, experiments departs,	ALA2 ALA2 (Automatical Automa	EAT-AD EAT-AD	Internet Marka		CONNECTION OF	Kikisi d t t S S S D IN E arris : By
PHONICS	Device Los de Alerica, en en el terreto de la construcción de la co	Individual reads in an experiment in experiment in experiment in experiment in experiment in the experiment of the experiment in the experiment of the experiment in the experiment in the experiment is the experiment in the experiment is the experiment in the experiment is the exper	Advances are reacted advances are preventioned advances are preventioned	Arrange January Januar	EAT-AD EAT-AD	Arrowski - San Jan Jan Jan Jan Jan Jan Jan Jan Jan J		CONNECTION OF	DIN E arvis
PHONICS	ments da dente, en en enternet	Individual reads in an experiment in experiment in experiment in experiment in experiment in the experiment of the experiment in the experiment of the experiment in the experiment in the experiment is the experiment in the experiment is the experiment in the experiment is the exper	Advances are reacted advances are preventioned advances are preventioned	Arrivanov Array Array Ar	EAT-AD EAT-AD	Arrowski - San Jan Jan Jan Jan Jan Jan Jan Jan Jan J		CONNECTION OF	Kica P Kicsid tu Kisid tu B DIN earr
PHONICS	Device Los de Alerica, en en el terreto de la construcción de la co	Individual ready in experiptible works, Decoder and fra CHMC1 LIAA.2 to use there: and a second second grant and a second second grant and a second second grant and a second second grant and a second second grant departs, experiments and a second second grant departs, experiments and a second second grant departs, experiments departs,	AFA3	LatA_2 Understat LatA_2 LatA_3 LatA_4	EAG. EAG.	Arrowski skale skal		CONNECTION OF	DIN a article a
PHONICS	Device Los de Alerica, en en el terreto de la construcción de la co	Individual reach in descriptible words: Decode and fra decode and fra decode and fra decode and fra decode and fra decode and the decode and the deco	AFA3	Arrange	EAT-AD EAT-AD	Arrowski - San Jan Jan Jan Jan Jan Jan Jan Jan Jan J		CONNECTION OF	DIN adii KU of
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PHONICS	Device Los de Alerica, en en el terreto de la construcción de la co	Individual reach in descriptible words: Decode and fra decode and fra decode and fra decode and fra decode and fra decode and the decode and the deco	AFA3	Arrange	EAT-AL Subdrag are expected the Subdrag area Subdrag Subdr	Arrowski skale skal		CONNECTION OF	Kicking Kickin
PHONICS	<pre>undertails.cdi.denter. en undertails.com/ charger words. EUECEAUTION EUE</pre>	Individual reads in a set of particular set of the set	Al-J2 Al-J2 tot A	Automatical and a second and a second a	End A.S. End A.S.	Processor Based Science applying and science applying protections applying protections approximation applying approximation applying		CONNECTION OF REAL There Texts	Kica P Kicsid tu Sd tu Sd tu S
SINOHA	<pre>undertails.cdi.denter. en undertails.com/ charger words. EUECEAUTION EUE</pre>	Individual reads in a set of particular set of the set	AIA3 Addition are required to the share of the s	Automatical and a second and a second a	End A.S. End A.S.	Introduce of the second		CONNECTION OF	Kica P Kicsid tu Sd tu Sd tu S
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DHONG	Decision of the second	Individual reads in a set of particular set of the set	AIA3 Addition are required to a build gene and a compare gamma and a compare	Analysis of the second	End A.S. End A.S.	Introduce of the second		LEARNING OUTCOME UNDER LEAR CONNECTION OF	Kics d tt B DIN adir B B B Con ana ana b V C
PHONICS	Decision of the second	Individual reads in explosite works Decoder and fra General General Land Structures Land Structures Land Structures Land Structures Land Structures Individual Structures Ind	Al-J2 Al-J2 tot A	Automatical and a second and a second a	EAT-AL Subdrag are expected the Subdrag area Subdrag Subdr	Processor The second		LEARNING OUTCOME UNDER LEAR CONNECTION OF	Kidaa Kidaa
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- PHONICS	The second	Individual nuevani in en optible wordt. Decode and fra Gotta 11 and Eventski and the second and the second and the second and the second and the second and the second and the second and the second the second and the second and the second and the second and the second and the second and the second and the second and the second and the second and the	Advances are executed the sharing one executed the sharing one executed the sharing one executed advances are executed advance	Analysis of the second	ArtAA	Internet Markan Mar		BUILDING LEARNING OUTCOME as used and the second of connection of	Kics d tt B DIN adir B B B Con ana ana b V C
PHONICS	Decent and a decent of the second of the sec	Individual reads in explosite words in explosite words General Land A: Unords of explosite and explosite words and explosite words and explosite and explosite and explosite and explosite and explosite and explosite and explosite and explosite explosite and explosite and explosite a	EAA3 EAA3 Concernment of the second	Land Land Land Land Land Land Land L	EAG. EAG.	Processory Processory EAAL		LEARNING OUTCOME UNDER LEAR CONNECTION OF	Kidaa Kidaa Kidaa Kidaa Kidaa Soo DIN Kitaa Soo Kitaa Kitaa Kitaa Soo Kitaa Kitaa Soo Kaa Soo Soo Kaa Soo Kaa Soo Soo Kaa Soo Soo Soo Soo Soo Soo Soo Soo Soo S

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	READING: Nonfiction			WRI

REAUTING: INVITED IN There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Connection Nonfiction

-		RN.1: LE	ARNING OUTCOME	FOR READING NON	IFICTION			appro as the	imen ipriat iy util
ш	KINDERGARTEN	Read and compreh	GRADE 2 2.RN.1: Read and	fiction independen	tly and proficiently	GRADE S			
	KINDERGARTEN K.RN.1: Actively	GRADE 1 1.RN.1: With support,	2.RN.1: Read and	3.RN.1: Read and	4.RN.1: Read and	GRADE 5 5.RN.1: Read and		in Wr	riting
§	engage in group	read and comprehend	comprehend a variety	comprehend a variety	comprehend a variety				
5	reading activities with purpose and understanding.	read and comprehend nonfiction that is grade-level	comprehend a variety of nonfiction within a range of complexity	comprehend a variety of nonfiction within a range of complexity	comprehend a variety of nonfiction within a range of complexity	of nonfiction within a range of complexity	-		КЛ
8	understanding.	appropriate.	appropriate for grades 2-3. By the end of	appropriate for grades 2-3. By the end of	appropriate for grades 4-5. By the end of	of nonfiction within a range of complexity appropriate for grades 4-5. By the end of	-	ш	KA
EARNING OUTCOME			2-3. By the end of grade 2, students	2-3. By the end of grade 3, students	4-5. By the end of grade 4, students	4-5. By the end of grade 5, students	-	LEARNING OUTCOME	pu au
¥.			grade 2, students interact with texts proficiently and	grade 3, students interact with texts proficiently and	grade 4, students interact with texts proficiently and	grade 5, students interact with texts proficiently and	-	Ę	
۳ ا			proficiently and independently at the	proficiently and independently.	proficiently and independently at the	proficiently and independently.	-	ō	
			low end of the range		low end of the range		-	NI N	
			and with scaffolding as needed at the high		and with scaffolding as needed at the high			RN.	
			end.		end.		-	÷.	
3			RN.2: KEY IDEAS AN				-		
IDEAS AND TEXTUAL SUPPORT	Extra	ct and construct me	aning from nonfiction	n texts using a rang	e of comprehensior	skills			
ĒĿ	KINDERGARTEN K.RN.2.1: With support,	GRADE 1 1.RN.2.1: Ask and	GRADE 2 2.RN.2.1: Ask and	GRADE 3 3.RN.2.1: Ask and	GRADE 4 4.RN.2.1: Refer to	GRADE 5 5.RN.2.1: Quote			
AS AND T SUPPORT	ask and answer	answer quarticor about	answer questions about the main idea and	answer questions to demonstrate	details and examples in	accurately from a text when explaining what a	- 1	_	-
8 S	questions about important elements of a	key details to clarify and confirm understanding of a text.	the main idea and supporting facts and	demonstrate understanding of a text	a text when explaining what a text says	text says explicitly and	-		
Ę	important elements of a text (e.g., events, topics, concepts).	of a text.	supporting facts and details in a text to confirm understanding.	understanding of a text, referring explicitly to the text as the basis for	what a text says explicitly and when drawing inferences from the text.	when explaining what a text says explicitly and when drawing inferences from the	-		КЛ
ΧĽ	concepts).		confirm understanding.	the text as the basis for the answers.	drawing inferences from the text.	inferences from the text.			KII K.1
_							-		l up
	K.RN.2.2: With support, retell the main idea and	1.RN.2.2: Retell main ideas and key details of	2.RN.2.2: identify the main idea of a multiparagraph text and the topic of each	3.RN.2.2: Determine the main idea of a text:	4.RN.2.2: Determine the main idea of a text	5.RN.2.2: Determine two or more main ideas			los alp
	key details of a text.	a text.	multiparagraph text and	the main idea of a text; recount the key details and explain how they	and explain how it is supported by key	two or more main ideas of a text and explain how they are supported			shi let
			the topic of each paragraph.	and explain how they support the main idea.					
					text.	summarize the text.			
	K.RN.2.3: With support, describe the connection between two individuals, events,	1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of	2.RN.2.3: Describe the connection between a series of historical events, scientific ideas	3.RN.2.3: Describe the relationship between a series of historical events, scientific ideas	text. 4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or	summarize the text. S.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or			
	between two	two individuals, events	series of historical	series of historical	events, procedures.	interactions between	-		
	individuals, events,	ideas, or pieces of	events, scientific ideas	events, scientific ideas	ideas, or concepts in a	two or more individuals,	-		Ľ
	ideas, or pieces of information in a text.	information in a text.	or concepts, and steps in a process or		historical, scientific, or technical text, based on	events, ideas, or		N.	
	second in a text.	1	in a process or procedure in a text.	processes or procedures in a text,	specific information in	scientific, or technical		HANDWRITING	
		1		using words such as	the text.	text based on specific information in the text.		ž	
				first, next, finally, because problem		information in the text.		B	
				using words such as first, next, finally, because, problem, solution, same, and			-	¥	
_		L	DN 2- FEATURES	different. AND STRUCTURES	1		-		к.)
	Build understa	nding of ponfiction	text using knowled	te of text featurer	structures and outh	or's perspective	-		me rigi
	KINDERGARTEN	nding of nonfiction GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5			17
	K.RN.3.1: identify text features of a nonfiction								
2		various text features (e.g., toble of contents,	text features (e.g., toble of contents, index,	knowledge of text features to locate	knowledge of text features to locate	knowledge of text features in multiple			
R	text (e.g., nik, durnor, illustrations) and describe the relationship between those features and the text in which they	glossery, illustrations) to locate and describe	headings, captions) to locate key facts or	features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	features to locate information and gain meaning from a text (e.g., chorts, tobles, graphs, headings, subheadings, feat (femati	print and digital sources to locate information.			
ž	describe the	to locate and describe key facts or information	locate key facts or	meaning from a text	meaning from a text	to locate information,	_		
đ,	those features and the	in a text.	how they contribute to	(e.g., mops, illustrations charts	(e.g., charts, tobles, graphs, headings	gain meaning from a text, or solve a			
₽	text in which they		information and explain how they contribute to and clarify a text.	font/format).	subheadings,	problem.			
SAI	appear. K.RN.3.2: Recognize	1.RN.3.2: Identify how a	2.RN.3.2: Identify how a	3.RN.3.2: identify how a	font/format). 4.RN.3.2: Describe the	5.RN.3.2: Compare and			
EATURES AND STRUCTURES	that a nonfiction text	nonfiction text can be	nonfiction text can be	nonfiction text can be	organizational structure	contrast the			
2	can be structured to describe a topic.	structured to indicate	stoutput to compare	structured to indicate a	(e.g., chronological, problem-solution, comparison/contrast,	organizational structure		_	_
E	describe a topic.	order (e.g., sequential) or to explain a simple	and contrast, to describe a procedure	problem and solution or to put events in	comparison/contrast,	of events, ideas, concepts, or			Γ
-		order (e.g., sequential) or to explain a simple cause and effect relationship.	and contrast, to describe a procedure, and to explain a cause and effect relationship.	chronological order.	procedural, cause/effect, sequential, description)	concepts, or information in two or more texts.			L
		relationship.	and effect relationship.		of events, ideas, concepts, or information	more texts.		-	K
					concepts, or information				1.00
					in a text or part of a text.				Lie
	K.RN.3.3:	1.RN.3.3:							17
	Randovi having at	1.RN.3.5: Providend begins of	2.RN.3.3: identify what	3.RN.3.3: Distinguish	4.RN.3.3: Compare and	5.RN.3.3: Analyze			54
	Standard begins at	1.RN.3.3: Standard begins at second grade	2.RN.3.3: identify what the author wants to answer, explain, or			5.RN.3.3: Analyze multiple accounts of the same event or topic,	-		su fo co
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NETTION: along three is backets develop and empty a wide range of insteador is they write and air different writing process elements supportionly to along three with different subscences for a writery of purpose. Suddens experiments with the different models of writerings to develop their confort on three the stills a writer. Subscence conduct simple encourses on a subscence interest by persenting losses of aperticing, biose participation of a person, and by participation and persons, and by participation and persons, and by participation gradems. They particle, revisuals, and synthesize information and data from a variety of sources to communicate their discovers in ways that suit their purpose

WRTINK: There are five key areas found in the Writing section for grades I/S.: Handwriting, Writing Genes, the Writing Poess, the Besarch Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Next The standing of oursise writing table is included in this paralise to the staged at the Moscetton of Irole Adouts. The Indiana Toppenetro of Educations momenta the standing of curries writing frances in a parkst a land or only for the support Adouts and Moscetton and the setting, but for the more important purpose of being table to gadge curries writing standards and the setting. But for the more important purpose of being table to gadge curries writing. But detects reset to be able to read oursive writing as they willing strength counters (e.g., horizon document, letter), existing and the setting. But detects reset to be able to read oursive writing as they will be primering counters (e.g., horizon document, letter), existing and the setting But detects and the setting.

		comr	mends the teaching of cur priate to them and the set	ting, but for the more imp	1 grades 3 and 4, not only portant purpose of being a	for the purpose of allowir sole to <u>read</u> cursive writin	g students to use the form 5. Students need to be abl	n of writing most e to read cursive writing		LINDERGARTEN	velop and apply effe GRADE 1	ctive communicatio GRADE 2	n skills through spea GRADE 3	king and active liste GRADE 4	ning GRADE 5
	- 81	they	y utilize primary document	s (e.g., historical docume	nts, letters, etc.).				OUTCOM	K.SL1: Listen actively and communicate effectively	1.SL.1: Listen actively and adjust the use of spoken	2.5L.1: Listen actively and adjust the use of spoken	3.SL1: Listen actively and adjust the use of spoken	4.5L1: Listen actively and adjust the use of spoken	5.5L1: Listen actively and adjust the use of spoken
-	In	Writ	ting, students are expec	ted to do the following			-		0	with a variety of audiences and for	language (e.g., vocobulory) to	language (e.g., conventions, vocabulary)	language (e.g., conventions, style,	language (e.g., conventions, style,	adjust the use of spoken language (e.g., conventions, style,
Y I	-			Write effect	W.1: LEARNING OUT	COME FOR WRITIN f tasks purposes an	audiences		SNIN	different purposes.	communicate effectively	to communicate	vocebulary) to	vacebulery) to	
'		Ŀ	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	LEARNI		with a variety of audiences and for	effectively with a variety of audiences and for	communicate effectively with a variety of audiences and for	communicate effectively with a variety of audiences and for	communicate effectively with a variety of audiences and for
15	-	¥	K.W.1: Write for specific purposes and	1.W.1: Write routinely over brief time frames	2.W.1: Write routinely over brief time frames	3.W.1: Write routinely over a variety of time	4.W.1: Write routinely over a variety of time	5.W.1: Write routinely over a variety of time	- 1 -		different purposes.	different purposes.	audiences and for different purposes.	audiences and for different purposes.	audiences and for different purposes.
		5	audiences.	and for a variety of purposes and	and for a variety of tasks, purposes, and	frames and for a range of discipline-specific	frames and for a range of discipline-specific	frames and for a range of discipline-specific	2				ND COLLABORATION	Ň	
		5		audiences.	audiences; apply	tasks, purposes, and	tasks, purposes, and	tasks, purposes, and	014	Develop and KINDERGARTEN	apply reciprocal co	mmunication skills t	y participating in a r	range of collaborativ	e discussions
		LEARNING OUTCOME			reading standards to write in response to	audiences; apply reading standards to	audiences; apply reading standards to	audiences; apply reading standards to	AND COLLABORATION	K.SL.2.1: Participate in	GRADE 1 1.5L2.1.: Participate in	2.5L.2.1 Participate in	3.SL2.1: Engage	GRADE 4 4.5L2.1: Engage	GRADE 5 5.5L.2.1: Engage
					literature and nonfiction	write in response to literature and nonfiction	support reflection and response to literature	support reflection and response to literature	0	collaborative conversations about	collaborative conversations about	collaborative conversations about	effectively in a range of collaborative discussions	effectively in a range of collaborative discussions	effectively in a range of collaborative discussions
	-	E				texts.	and nonfiction texts.	and nonfiction texts.	AND	grade-appropriate topics and texts with peers and	grade-appropriate topics and texts with peers and	grade-appropriate topics and texts with peers and	(one-on-one, in groups, and teacher-led) on	(one-on-one, in groups, and teacher-led) on	(one-on-one, in groups, and teacher-led) on
									SKON	adults in small and larger groups.	adults in small and larger	adults in small and larger groups.	grade-appropriate topics and texts, building on	grade-appropriate topics and texts, building on	grade-appropriate topics and texts, building on
_									DISCUSSION		*		others' ideas and	others' ideas and	others' ideas and
													expressing personal ideas clearly.	expressing personal ideas clearly.	expressing personal idea: clearly.
		T				DWRITING				K.SL.2.2: Standard begins in third	1.5L.2.2: Standard begins in third	2.51.2.2:	3.5L2.2: Explore ideas	4.5L.2.2: Explore ideas	5.5L.2.2: Reflect on and
•	-	H	KINDERGARTEN	GRADE 1	Demonstrate the a	bility to write legibly GRADE 3	GRADE 4	GRADE 5	-	Standard begins in third arade.	Standard begins in third prode.	Standard begins in third grade.	under discussion by drawing on readings	under discussion by drawing on readings	contribute to ideas under discussion by
	-		K.W.2.1: Write most	1.W.2.1.: Write all	2.W.2.1: Form letters	3.W.2.1: Write legibly in	4.W.2.1: Write legibly in	5.W.2.1:	- 1				and other information.	and other information.	drawing on readings and other resources.
=	-		uppercase (capital) and lowercase letters of the	uppercase (capital) and lowercase letters	correctly and space words and sentences	print or cursive, leaving space between letters	print or cursive, forming letters and words that	Students are expected to build upon and	-						and other resources.
85	-		alphabet, correctly shaping and spacing the	legibly, and space letters, words, and	properly so that writing can be read easily by	in a word, words, in a	can be read by others.	continue applying concepts learned	- 1						
	-		shaping and spacing the letters of the words.	sentences	another person.	sentence, and words and the edges of the		previously.	-	K.SL.2.3: Listen to	1.5L.2.3: Listen to	2.5L.2.3: Listen to	3.5L2.3: Demonstrate	4.5L.2.3: Demonstrate	5.5L.2.3: Establish and
	-			appropriately.		paper.			- 1	others, take turns	others take turns	others take one's turn	knowledge and use of		follow agreed-upon rules for discussion.
	-								-	speaking, and add one's own ideas to small	speaking about the topic, and add one's own ideas in small	in respectful ways, and speak one at a time	agreed-upon rules for discussions and identify	agreed-upon rules for discussions and carry	rules for discussion.
	-								- 1	own ideas to small group discussions or tasks.	own ideas in small group discussions or	about the topics and text under discussion.	and serve in roles for small group discussions	out assigned roles.	
ıls,	-								- 1		tasks.		or projects.		
4,	-	Ē													
	-	R.													
t.	-	HANDWRITING								K.SL2.4: Ask questions to seek help, pet	1.5L2.4: Ask questions to clarify information	2.5L.2.4: Ask for clarification and further	3.5L2.4: Ask questions to check understanding	4.5L2.4: Pose and respond to specific	5.5L.2.4: Pose and respond to specific
	-								-	information, or clarify something that is not	about topics and texts	explanation as needed	of information presented, stay on	quartiese to clarify or	questions by making
	-		K.W.2.2: Write by moving from left to	1.W.2.2: Students are expected	2.W.2.2: Students are expected	3.W.2.2: Students are expected	4.W.2.2: Students are expected	5.W.2.2: Students are expected	-	understood.	under discussion.	texts under discussion.	topic, and link comments to the	follow up on information, and make comments that	contribute to the
_	_		right and top to bottom.	Students are expected to build upon and continue applying	to build upon and continue applying	to build upon and continue applying concepts learned	Students are expected to build upon and continue applying	Students are expected to build upon and continue applying					comments to the remarks of others.	contribute to the	discussion and elaborate on the
-				concepts learned previously.	concepts learned	concepts learned								discussion and link to the remarks of others.	remarks of others.
				previously.	previously.	previously.	previously.	previously.							
es	_								_						
	_								_	K.SL2.5: Continue a	1.5L2.5: Build on	2.51.2.5: Build on	3.5L2.5: Explain	4.5L.2.5: Review the key	5.5L2.5: Review the ker
	_								- 1	conversation through multiple exchanges.	others' talk in	others' talk in	personal ideas and	ideas expressed and	ideas expressed and draw conclusions in reference to
4									_	manipe exchanges.	conversations by responding to the	conversations by linking comments to the remarks of others.	understanding in reference to the	explain personal ideas in reference to the	reference to
	-								-		comments of others through multiple	remarks of others.	discussion.	discussion.	information and knowledge gained from
	- 6				W.3: WRIT	ING GENRES					exchanges.	EL 2: COM	REHENSION	1	the discussions.
	-	ļ	Deve	op writing skills by	writing for different	t purposes and to sp	ecific audiences or p	eople GRADES	-	0	evelop and apply a	tive listening and in	terpretation skills us	sing various strategi	es
	- H	-	KINDERGARTEN K.W.3.1: Use words and	GRADE 1 1.W.3.1: Write logically	GRADE 2 2.W.3.1: Write a	GRADE 3 3.W.3.1 Write	GRADE 4 4.W.3.1: Write	GRADE 5 5.W.3.1: Write	-	KINDERGARTEN K.SL.3.1: Ask and	GRADE 1 1.SL3.1: Ask and	GRADE 2 2.5L3.1: Determine the	3 CI 3 1 Datall	GRADE 4 4.SL3.1: Summarize	GRADE 5 5.5L3.1: Orally
	-		pictures to provide logical reasons for	connected sentences to make a proposal to a	logically connected paragraph or	persuasive compositions in a	persuasive compositions in a variety of forms that -	persuasive compositions in a variety of forms	-	answer questions about	answer questions about	purpose for listening	paraphrase, and explain	major idear and	and the second second
h	-		suggesting that others follow a particular	particular audience	paragraphs, that introduce an opinion.	variety of forms that -	that -	that -	-	key details in a text read aloud or information	answer questions about key details in a text read aloud or information	purpose for listening (e.g., to obtain information, to enjoy	paraphrase, and explain the main ideas and supporting details of a	supportive evidence from text read aloud or	to a written text read aloud or information
he	-		course of action.	(e.g., a porent, clossmote, etc.) and give	with a secolution	• State the opinion in an	In an introductory	Clearly present a	-	presented orally or through other media.	presented orally or through other media.	humor) and paraphrase or describe key ideas or	text read aloud or information presented	information presented in diverse media and	presented in diverse media and formats,
	-			reasons why the proposal should be	statement or section and multiple reasons to	introductory statement or section.	statement, clearly state an opinion to a particular	position in an introductory statement to an identified audience.	-			datable from a text could			including visually, quantitatively, and
	-			considered.	explain why a certain course of action should	Support the opinion	audience.		-			aloud or information presented orally or	formats, including visually, quantitatively (e.g., charts and	visually, quantitatively, and orally.	orally.
					be followed.	with reasons in an organized way.	 Support the opinion with facts and details 	 Support the position with gualitative and 				through other media.	(e.g., charts and graphs), and orally.		
-						Connect opinion and	 support the opinion with facts and details from various sources, including texts. 	with qualitative and quantitative facts and details from various sources, including texts.	z						
	_	SIVE				reasons using words and phrases.		sources, including texts.							
	_	N.					Use an organizational structure to group	Use an organizational	- 9						
s	_	PERSUASIVE				 Provide a concluding statement or section. 	related ideas that support the purpose.	structure to group related ideas that	COMPREHENSION						
- T	-	-1					Connect opinion and	support the purpose.	- 0	K.SL.3.2: Ask	1.SL3.2: Ask and	2.SL3.2: Ask and	3.SL3.2: Ask and	4.SL3.2: Identify and	5.SL3.2: Summarize a
	-						reasons using words and phrases.	Use language appropriate for the identified audience.	- ~	appropriate questions about what a speaker	answer questions about what a speaker says to	answer questions about what a speaker says to	answer questions about information from a	use evidence a speaker provides to support	speaker's points as they relate to main ideas or
	-						Provide a concluding	identified audience.	-	says.	clarify something that is not understood.	clarify comprehension, gather information, or	speaker, offering appropriate elaboration	particular points.	supporting details and demonstrate how
	-						statement or section related to the position	Connect reasons to the monitive union works	-		not under stood.	deepen understanding	and detail.		claims are supported by
	-						presented.	position using words, phrases, and clauses.	-			of a topic or issue.			reasons and evidence.
	-							Provide a concluding	-						
	-							statement or section related to the position	-						
-		_						presented.	-						
th			pictures to develop a	1.W.3.2: Develop a topic sentence or main	2.W.3.2: Write a paragraph or	3.W.3.2: Write informative	4.W.3.2: Write informative	5.W.3.2: Write informative compositions	-						
_			main idea and provide some information about	idea, provide some facts or details about the	paragraphs on a topic that introduce a topic, provide facts and details	compositions on a variety of topics that -	compositions on a variety of topics that -	on a variety of topics that -							
n	_		a topic.	topic, and provide a concluding statement.	provide facts and details about the topic, and	State the topic, develop	Provide an introductory	• Introduce a topic;	- [SL.4	PRESENTATION OF	KNOWLEDGE AND I	DEAS	
	_			concrossing statement.	provide a concluding statement.	a main idea for the	paragraph with a clear main idea.	organize sentences and paragraphs logically,		Devel	lop and apply speak	ing skills to commun	icate ideas effective	ly in a variety of situ	ations
_					statement	introductory paragraph, and group related information together.		using an organizational form that suits the topic.	-	K.SL4.1: Speaking	GRADE 1 1.SL-4.1: Speaking	GRADE 2 2.SL4.1: Using	GRADE 3 3.SL4:1 Using	GRADE 4 4.SL.4.1: Using	GRADE 5 5.SL4.1: Using
	-1					-	Provide supporting paragraphs with topic and summary sentences.	Employ sufficient	-	audibly, recite poems, rhymes, and songs, and use complete sentences	audibly and using appropriate language.	appropriate language, recite poems and	appropriate language, report on a topic or	appropriate language, report on a topic or text	appropriate language, present information on
	-					Develop the topic with facts and details.		evanueles farts	-	use complete sentences	recite poems, rhymes,	shows and ball a store.	text, or provide a narrative that organizes ideas chronologically or	or provide a parrative in	
	-					Connect ideas within	Provide facts, specific details, and examples from various sources and	quotations, or other information from various	IDEAS	to describe familiar people, places, things,		or recount an experience, in an	ideas chronologically or	an organized manner, with effective introductions and	a topic of text, narrative, or opinion in an organized manner, with effective
۶J	-1					categories of information using words and phrases.	from various sources and texts to support ideas	sources and texts to give clear support for topics.	90	and events and, with	sensory detail when describing people,	organized manner, with appropriate facts and	around major points of information, with	conclusions, using	
		ž				Use text features (e.g.,	and extend explanations.		AND		places, things, and events.	careful attention to sensory details,	appropriate facts and relevant, descriptive	appropriate structure, appropriate facts and relevant, descriptive	conclusions, using appropriate structure, appropriate facts and
	-	MAT				 Use text features (e.g., pictures, graphics) when useful to aid 	Connect ideas using	Connect ideas within and across categories using transition words (e.g., therefore, in words);	00			sensory details, speaking audibly in	relevant, descriptive details, speaking at an	relevant, descriptive	appropriate facts and relevant, descriptive
	-1	INFORMATIVE				comprehension.	words and phrases.	(e.g., therefore, in	KNOWLEDGE			coherent sentences and at an appropriate pace.	understandable pace, in a clear, concise manner.	details to support main ideas or themes; speak	details to support main
		Z				Provide a concluding	 Include text features (e.g., formatting, 	bobiotnj.	KN					clearly and concisely at an understandable	ideas or themes; speak clearly and concisely at
_						statement or section.	 Include text reactives (e.g., formatting, pictures, graphics) and multimedia when useful 	 Include text features (e.g., formatting, 	NOF					pace.	an understandable pace.
٦							to aid comprehension.	(e.g., formatting, pictures, graphics) and multimedia when useful	PRESENTATION	K.SL.4.2: Standard begins in first	1.5L4.2: Add drawings or other visual displays,	2.5L4.2: Create simple presentations that	3.5L4.2: Create oral presentations that	4.5L4.2: Create oral presentations that	5.5L.4.2: Create engaging presentations
							Use language and	to aid comprehension.	EN I	grade.	such as pictures and objects, when sharing	maintain a clear focus,	maintain a clear focus,	maintain a clear focus,	that include multimedia components and visual
							vocabulary appropriate for audience and topic.	Use appropriate Instrume, vocabulary	PRES		information to clarify	using various media when appropriate to	using various media when appropriate to	using multimedia to enhance the	displays when
	_						Provide a concluding	and sentence variety to	- 1		ideas, thoughts, and feelings.	clarify ideas, thoughts, and feelings.	emphasize or enhance certain facts or details.	development of main ideas and themes that	appropriate to enhance the development of
. 1	- 1						statement or section.	 Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic 	-	K.SL4.3: Give, restate,	1.5L4.3: Give and	2.5L4.3: Give and	3.5L4.3:	engage the audience. 4.5L4.3:	main ideas or themes. 5.5L4.3:
·									- E	and follow simple two-	follow three- and four-				
					1	1	1	appropriate to the topic	-	and follow simple two-	follow three- and four-	follow multi-step	Students are expected	Students are expected	Students are expected

SPEAKING AND LISTENING

Guiding Principles Students listes activity and communicate effectively for a variety of purposes, including for learning, enjoyment, persus the exchange of information and lates. Students adjust their use of leappage to communicate effectively with a variety of audience and for affector purposes. Students develop an understanding of and respect for develops in longage use, partners, and datarts on, and

SPEAKING AND LISTENING

There are five kay areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and

Develop and apply effective communication skills through speaking and active listening
KINDERGARTEN GRADE 1 GRADE 2 GRADE 3 GRADE 4 GRADE 5

In Speaking and Listening, students are expected to do the following: SL 1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Develop and apply effective communication skills through speaking and a

	est), and simple compound words (e.g., cupcoke) and contractions (e.g., isn't).	kitten's, sisters'), and compound words.	not = won't) and possessives (e.g., children's, Dennis's).	roots and affixes) to read accurately unfamiliar multi-syllab words in context.	roots and offices) to read accurately unfamiliar multi-syllabie words in context.	c K.RV.2. sort pict	2: Identify and tures of objects	LRV.2.2: Define and cort words into	2.RV.2.2: identify relationships among words, including common synonyms and	3.RV.2.2: identify relationships among words, including synonyms, antonyms,	words. 4.RV.2.2: identify relationships among words, including more complex homographs,	5.RV.2.2: identify relationships among						appropriate to the topic, and audience. • Provide a concluding statement or section related	step directions.	step directions.	directions.	to build upon and continue applying conventions learned previously.	to build upon and continue applying conventions learned arriviously.	to build upon a continue apply conventions le previoualy.
			LUENCY			colors, s opposite	tegories (e.g., shopes, res).	categories (e.g., antonyms, living things, synonyms).	antonyms, and simple									to the information or explanation presented.	MEDIA LITERAC	Y				
KINDERGARTEN	GRADE 1	nonstrate accuracy			GRADE 5				multiple-meaning words (e.g., change, duck).	homonyms, and multiple-meaning word (e.g., puzzle, fire).	antonyms, and multiple meanings.	e antonyms, homographs, metaphors, similes, and	K.W.3.3: Use words and	I 1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal	2.W.3.3: Develop topic	s 3.W.3.3: Write narrati	e 4.w.3.3: Write narrativ	5.W.3.3: Write narrative	Guiding Principle: Stud	ents develop critical thin	king about the messages nd information, and they m media messages. Stud	received and created by i	nedia. Students recognize	ize that media an
K.RF.5: Read emergent- reader texts, maintaining an appropriate pace and	GRADE 1 1.RF.5: Orally read grade-level appropriate	2.RF.5: Orally read grade-level appropriate	GRADE 3 3.RF.5: Orally read grade-level appropriate or higher texts smoothly and	4.RF.5: Orally read grade-level appropriat	GRADE 5 5.85.5: Orally read te grade-level appropriate or higher texts smoothly and					(e.g., puzzle, fire).		analogies.	pictures to narrate a single event or simple	for stories or poems, using precise words to describe characters and	for friendly letters, stories, poems, and	compositions in a variety of forms that -	compositions in a variety of forms that -	5.W.3.3: Write narrative compositions in a variety of forms that -	 experiences to construct reflective, and engages 	t their own meanings fro participants in society. ^h	m media messages. Stua	ents develop media litera	cy skills in order to becon	ome more inform
maintaining an appropriate pace and	or higher texts smoothly and	grade-level appropriate or higher texts smoothly and	or higher texts smoothly and	e grade-level appropriat or higher texts smoothly and	or higher texts smoothly and			LRV.2.3:			.l		story, arranging ideas in order.	actions and temporal	purposes that -	Establish an introduction (e.g.,	Establish an introduction with a	Develop the exposition	MEDIA LITERACY	participants in society."				
using self-correcting strategies while	accurately, with expression that	accurately, with expression that	accurately, with expression that	accurately, with expression that	accurately, with expression that	K.RV.2.: Standar	a: rd begins at sixth	CRV-2-3: Standard begins at sixth prade.	2.RV.2.3: Standard begins at sixth grade.	Standard begins at	4.RV.2.3: Standard begins at sixth grade.	5.RV.2.3: Standard begins at sixth grade.		words to signal event order, with ideas organized into a	 Include a beginning. 	situation, narrator, characters).	context to allow the	(e.g., describe the setting, establish the situation, introduce the narrator and/or characters).		kills listed in Media Liter	acy, students should be a	ble to meet the Learning	Outcome for Media Liter	eracy.
reading.	connotes comprehension at the	connotes comprehension at the	connotes comprehension at the	connotes comprehension at the	connotes comprehension at the	-			2.00C.				-	organized into a beginning, middle, and ending.	 Use temporal words to signal event order (e.g. first of all). 	Include specific descriptive details and	reader to imagine the world of the event or experience.		- In Media Literacy, stud	ents are expected to do	he following:			
NG: Literature	independent level.	independent level.	independent level.	independent level.	independent level.							-	-			descriptive details and clear event sequences.		Develop an event sequence (e.g., conflict,	W	Develop an	VIL.1: LEARNING OUT	COME FOR MEDIA LI dia and the roles and	FERACY purposes of media	
e three key areas for	ind in the Reading: Liter	rature section for grade	K-5: Key Ideas and Te	xtual Support, Structur	al Elements and the Learning Outcome fi		4: Recognize htly occurring	LRV.2.4: Recognize and use frequently occurring	2.RV.2.4: Use a known root word as a clue to	3.RV.2.4: Use a known word as a clue to the	4.RV.2.4: Apply knowledge of word structure elements (e.g. suffices, prefices, common Greek and Loti offices and roots), know	5.RV.2.4: Apply knowledge of word , structure elements, known words, and word in patterns to determine meaning far word			 Provide details to describe actions, thoughts, and feelings. 	Include dialogue.	 Organize events that unfold naturally, using meaningful paragraphing and transitional words 	sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.	5 KINDERGARTEN	GRADE 1	GRADE 2 be 2.ML.1: Recognize th	GRADE 3	GRADE 4 4.ML1: Identify how	GRADE 5
: Literature.	or ideas, by demonstra	acing the skins listed in	ech section, students:	should be able to meet	the ceaning outcome in	- looks).	ntly occurring ons (e.g., look,	use frequently occurring effices, and roots and their inflections, as clues to the meaning of an unknown word.	root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is	S.RV.2.4: Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix i	structure elements (e.g. suffixes, prefixes,	, structure elements, known words, and word	-		Provide an ending	Connect ideas and events using introduction	and phrases.		various types of me	GRADE 1 1.ML.1: Recognize 1 role of the media in informing, persuadi entertaining, or transmitting culture	role of the media in informing, persuadin	GRADE 3 a S.ML1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	information found in electronic, print, and mass media is used to	information
ing: Literature, studer	nts are expected to do th RL.1: L	he following:				_		clues to the meaning of an unknown word.	same root, and identify when a common affix is added to a known word.	the same root, and identify when an affix i added to a known root	common Greek and Lati offixes and roots), know		3			events using introduction and transition words.	 Use dialogue and descriptive details to 	Use narrative techniques such as	- RNII	entertaining, or transmitting culture	entertaining, and transmitting culture.	entertaining, or transmitting culture.	mass media is used to inform, persuade, entertain, and transmit	mass media i inform, persu
	RL.1: U Read and compre	EARNING OUTCOM shend a variety of lit	FOR READING LIT erature independe	ERATURE ntly and proficientl	GRADE 5 S.RL1: Read and comprehend a variety of literature within a range of complexity s appropriate for grades def. Butha and of model				added to a known word.	word.	words, and word patterns to determine meaning.	and Latin offixes and roots, parts of speech).	RATI			Provide an ending.	descriptive details to develop events and reveal characters' personalities, feelings,	techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of	3				entertain, and transmit culture.	it entertain, an culture.
KINDERGARTEN K.RL.1: Actively engage	GRADE 1 1.RL1: With support,	GRADE 2 2.RL1: Read and	GRADE 3 3.RL1: Read and	GRADE 4 4.RL1: Read and	GRADE 5 5.RL-1: Read and	_							NAF				and responses to situations.	or show the responses of characters to situations.	-	Recognize the pu	more of modio and	EDIA LITERACY the ways in which me	dia can have influen	nces
in group reading activities with purpose	GRADE 1 1.RL1: With support, read and comprehend literature that is grade- level appropriate.	2.RL1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade	comprehend a variety of literature within a	comprehend a variety of literature within a	comprehend a variety of literature within a	K.RV.2.5	5:	LRV.2.5:	2.RV.2.5: Consult	3.RV.2.5: Consult	4.RV.2.5: Consult	5.RV.2.5: Consult	-				Employ vocabulary with	Use precise and expressive vocabulary	KINDERGARTEN	GRADE 1 GRADE 1 LML2.1: Demonstri- understanding of me by asking and answe appropriate question about what is read, heard, or viewed.	GRADE 2 te 2.ML.2.1: Recognize t	GRADE 3 at 3.ML2.1: Distinguish for among the purposes of various media messages including for informatio	GRADE 4 4.ML2.1: Recognize claims in print, image, and multimedia and	GRADE 5 5.ML.2.1: Rev made in vario media and ev evidence used
and understanding.	level appropriate.	range of complexity appropriate for grades	range of complexity appropriate for grades	range of complexity appropriate for grades	range of complexity appropriate for grades de 4-5. By the end of grade		rd begins at grade.	itandard begins at second grade.	reference materials, both print and digital (e.g., dictionary), to determine or clarify the	reference materials, both print and digital	4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionory), to find the pronunciation and	5.RV.2.5: Consult reference materials, both print and digital d (e.g., dictionary, thesourus), to find the					sufficient sensory (sight, sound, smell, touch, taste) details to give clea pictures of ideas and	expressive vocabulary and figurative language for effect.	E common signs and i and identify comme	ogos understanding of me rcials by asking and answe	dia media can be sources ring information, as entertainment,	for among the purposes of various media messages	claims in print, image, and multimedia and identify evidence used to	made in vario media and ev
		2-3. By the end of grade 2, students interact	3. students interact	e way of the choice pro-	de la di die end di grade				(e.g., dictionary), to determine or clarify the	(e.g., dictionary), to determine or clarify the	(e.g., dictionary), to find the pronunciation and	d (e.g., dictionary, thesourus), to find the pronunciation and					pictures of ideas and events.	Provide an ending that follows from the	- G or advertisements.	appropriate question about what is read, beard, or viewed	entertainment, persuasion, interpretation of even	including for informatio entertainment, ts, persuasion, interpretation of events	 identify evidence used to support these claims. 	to evidence used these claims.
		and independently at the law end of the	with texts proficiently and independently.	and independently at	with texts proficiently and independently.	-			meanings of words and phrases.	meanings of words and phrases.	clarify the precise meanings of words and phrases.	clarify the precise	-				Provide an ending that	narrated experiences or	2	neard, or viewed.	and transmission of culture.	interpretation of events or transmission of		
		2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.		4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed the high end.	-						preases.	meanings of words and phrases.	-				follows the narrated experiences or events.	events.	-			culture.		
		the high end.		the high end.				RV.3: VO	ABULARY IN LITER	ATURE AND NONFIC	TION TEXTS								K.ML2.2: Standard begins in J grade.	1.ML2.2: Standard begins in fi grade.	2.ML.2.2: th Standard begins in fift grade.	3.ML2.2: Standard begins in fifth grade.	4.ML2.2: Standard begins in fifth grade.	5.ML2.2: Ider role of the me focusing peop attention on e
	<u> </u>	<u> </u>				- E KIN	Build appreciation	GRADE 1	GRADE 2	exts by determining or cl GRADE 3 3.RV.3.1: Determine how the author uses	arifying the meanings of GRADE 4	words and their uses GRADE 5	-						grobe.	grade.	grooe.	BLODK.	31008.	attention on a
Build comprehen		TANDARD 2: KEY ID	accribing and making it	nferences about literary	elements and themes	- B K.RV.3.: ask and	DERGARTEN 1: With support, I answer	GRADE 1 L.RV.3.1: identify words and phrases in stories,	GRADE 2 2.RV.3.1: Recognize that authors use words	3.RV.3.1: Determine how the author uses	arifying the meanings of GRADE 4 4.RV.3.1: Determine how words and phrases	GRADE 5 5.RV.3.1: Determine how words and phrases	-						-					on issues.
KINDERGARTEN K.RL.2.1: With support,	GRADE 1 I.RL.2.1: Ask and	GRADE 2 2.RL 2.1: Ask and	GRADE 3 3.RL2.1: Ask and	Inferences about literary, GRADE 4 4.RL2.21: Refer to details and examples i a text when explaining t, what a text says explicitly and when r drawing inferences from the text.	elements and themes GRADE 5 S.R.L.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Question unknow	ins about yn words in	poems, or songs that suggest feelings or appeal to the senses	(e.g., regular beats, repeating lines, simile, alliteration,	how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral	provide meaning to works of literature, including figurative	provide meaning to works of literature,	Produce coho	rent and legible doc	W.4: THE W	RITING PROCESS	editing, and collabor	ating with others						
K.RL.2.1: With support, ask and answer questions about main tonics and key details in	answer questions about main idea and key	answer questions (e.g., who was the story	answer questions to demonstrate	details and examples i a text when explaining	in accurately from a text when explaining what a	- No stories, songs.	poems, or	appeal to the senses (touch, hearing, sight, taste, smell),	alliteration, onomatopoeia, idiams) to provide rhythm and	distinguishing literal	including figurative language (e.g., similes, metanbors, or	including imagery, symbolism, and figurative language	KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	editing, and collabor GRADE 4 ig 4.W.4: Apply the writin	GRADE 5						
topics and key details in a text heard or read.	details in a text.	CRADE 2 2.RL2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate	understanding of a text referring explicitly to	t, what a text says explicitly and when	text says explicitly and when drawing	AND		wood, Smelly.	to provide rhythm and meaning in a story, poem, or song.	from nonliteral language, including figurative language	metaphors, or hyperbole).	figurative language (e.g., similes, metophors, hyperbole,	K.W.4: Apply the writin process to -	process to -	process to -	process to -	process to -	process to -						
		demonstrate	the answers.	from the text.	text.	- BO K.RV.3.	2: With support.	LRV.3.2: Ask and	2.RV.3.2: Determine the	(e.g., similes). 3.RV.3.2: Determine	4.RV-3.2: Determine the	or allusion). s. BV-3-2: Determine the	With support, revise writing by adding simple	With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g.,	 Generate a draft by developing, selecting and organizing ideas relevant to topic, 	Generate a draft by developing, selecting	Generate a draft by developing, selecting and organizing ideas relevant to topic,	 Generate a draft by developing, selecting and organizing ideas relevant to topic, 						
		idea and key details in a text				ask and question	2: With support, I answer ins about in words in a	answer questions to help determine or	meanings of words and phrases in a nonfiction	(e.g., similes). 3.RV.3.2: Determine the meanings of general academic and content-specific words	meanings of general academic and content-	meaning of general arademic and contents	 With support, revise writing by adding simpli details; review (edit) writing for format and conventions (e.g., correct spelling of 	organize ideas relevant to topic, purpose, and	and organizing ideas relevant to topic,	developing, selecting and organizing ideas relevant to topic,	and organizing ideas relevant to topic,	and organizing ideas relevant to topic,						
K.RL.2.2: With support, retell familiar stories.	1.RL2.2: Retell stories, fables, and fairy tales in	2.RL2.2: Recount the beginning, middle, and	3.RL2.2: Retell folktales, fables, and ta	4.RL2.2: Paraphrase o	or 5.RL2.2: Determine a in theme of a story, play.	- Z unknow nonficti	vn words in a ion text.	clarify the meaning of words and phrases in a	text relevant to a second grade topic or	content-specific words and phrases in a	spacific words and phrases in a nonfiction t text relevant to a fourth	specific words and phrases in a nonfiction	conventions (e.g., correct spelling of	genre; revise writing to add details (e.g.,	purpose, and genre; revise writing, using t appropriate reference	purpose, and genre;	purpose, and genre;	purpose, and genre;						
retell familiar stories, poems, and nursery rhymes, including key	1.RL2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their	beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine	5.RL2.2: Retell folktales, fables, and ta tales from diverse cultures; identify the themes in these works.	4.RL2.2: Paraphrase of reteil the main events a story, myth, legend, or novel; identify the theme and provide evidence for the	or 5.RL2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem			nonfiction text.	subject area.	nonfiction text relevant to a third grade topic	t text relevant to a fourth grade topic or subject	text relevant to a fifth grade topic or text.	simple words, capitalization of the firs word of the sentence).	sentence structure); edit	materials, by adding	writing, using appropriate reference materials (e.g., quolity	writing, using appropriate reference materials (e.g., quality	writing, using appropriate reference materials (e.g., quolity						
details.	demonstrate understanding of their	folktales from diverse cultures, and determine	themes in these works.	theme and provide evidence for the	characters respond to challenges or how the	0 K.RV.3.	a:	L.RV.3.3:	2.RV.3.3:	or subject area. 3.RV.3.3: Recognize the	 text relevant to a fourth grade topic or subject area. 4.RV.3.3: Explain the meanings of proverbs, adages, and idioms in 	5.RV.3.3: Analyze the		conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and	details (e.g., organization, sentence	of ideas, organization,	of ideas, organization,	materials (e.g., quality of ideas, organization,						
	central message or lesson.	their central message, lesson, or moral.		interpretation.	speaker in a poem reflects upon a topic; summarize the text.	 Standar grade. 	rd begins at third	standard begins at third grade.	Standard begins at third grade.	context.	meanings of proverbs, adages, and idioms in	meanings of proverbs, adages, and idioms in	• Use available technology to produce and publish writing.	basic capitalization, end	edit writing for format	 of ideas, organization, sentence fluency, word choice); and edit writin for format and conventions (e.g., 	of ideas, organization, sentence fluency, word choice); edit writing for format and convention	of ideas, organization, sentence fluency, word choice); and edit writing for format and standard						
											context.	context		provide feedback to other writers.	organization, sentence structure, word choice, d edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback	, conventions (e.g., spelling, capitalization	(e.g., spelling, copitalization, usage,	English conventions.						
K.RL.2.3: identify important elements of the text (e.g., chorocters, settings, or	1.RL2.3: Using key details, identify and describe the elements of plot, character, and	2.8L.2.3: Describe how characters in a story respond to major events and how characters affect the	3.RL2.3: Describe characters in a story (e.g., their traits, motivations, or feelings and explain how their actions contribute to	4.RL2.3: Describe a character, setting, or event in a story or play	S.RL2.3: Describe two or more characters,								E	Use available	and provide feedback	to usage, punctuation).	punctuation).	Use technology to interact and collaborate						
characters, settings, or	of plot, character, and	events and how	motivations, or feelings	drawing on specific details in the text, and how that impacts the	or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they								Ē	technology to publish legible documents.	• Use available	Use technology to interact and collaborat	Use technology to interact and collaborate	with others to publish legible documents.						
		plot.	actions contribute to the plot.	how that impacts the plot.	text, and how they impact the plot.	·							-	-	technology to publish legible documents.	interact and collaborat with others to publish legible documents.	 interact and collaborate with others to publish legible documents. 	-						
K.RL.2.4: Make	1.RL-2.4: Make and	2.RL2.4: Make	3.01.2.4	4.RL2.4:	5.RL2.4;	-																		
predictions about what will happen in a story.	1.RL-2.4: Make and confirm predictions about what will happen	2.RL2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they ware confirmed or not	Students are expected to build upon and continue applying concepts learned	Students are expected to build upon and	Students are expected to build upon and																			
	next in a story.	prior knowledge of text features, explaining	continue applying concepts learned	to build upon and continue applying concepts learned	to build upon and continue applying concepts learned								-											
		confirmed or not	previously.	previously.	previously.																			
	RL.3:	STRUCTURAL ELEM	NTS AND ORGANI	ZATION		i																		
Build compre KINDERGARTEN	hension and appreci GRADE 1 1.RL3.1: identify the basic characteristics of familiar narrative text genres (e.g., foiry toles,	GRADE 2	Ising knowledge of GRADE 3	f literary structure a GRADE 4	and point of view GRADE 5	-									STANDARD 5: TH	E RESEARCH PROCE	ss							
K.RL.3.1: Recognize familiar narrative text	1.RL3.1: Identify the basic characteristics of	2.RL3.1: Describe the overall structure of a	3.RL3.1: Use terms such as chapter, scene,	4.RL3.1: Explain majo differences between	r 5.RL3.1: Explain how a series of chapters,								W.5: Build KINDERGARTEN	GRADE 1	GRADE 2	and the topic under GRADE 3	study by conducting GRADE 4 4.W.5: Conduct short research on a topic.	GRADE 5						
genres (e.g., fairy tales, nursery rhymes,	familiar narrative text genres (e.g., foiry toles,	2.RL3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the	and stanza to refer to the parts of stories,	poems, plays, and prose, and refer to the	scenes, or stanzas fits together to provide the								K.W.3: With support, build understanding of	 W.5: With support, conduct simple research 	2.W.5: With support, h conduct short research	3.W.5: Conduct short research on a topic.	4.W.S: Conduct short research on a topic.	GRADE S S.W.S: Conduct short research assignments						
storybooks).	nursery rhymes, storybooks).	the story and the	plays, and poems; describe how each	structural elements of poems and drama.	overall structure of a particular story, play, or	·							topic using various sources.	on a topic.	on a topic.	Identify a specific top	ic • Identify a specific	and tasks on a topic.						
		ending concludes the action.	successive part builds on earlier sections.		d 5.RL3.2: Describe how	_							• Identify relevant	 Identify several sources of information and indicate the sources. 	 Find information on a topic of interest (e.g., cardinals). 	or question of interest (e.g., where did Benjam Harrison grow up?).	question to address (e.g. what is the history of the indy 500?).	With support, formulate a research						
K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the	1.RL3.2: Identify who is telling the story at various points in a text.	differences in the points of view of characters	personal point of view	contrast the point of	a narrator's or speaker'	3							2 appropriate texts, personal experiences, or	· · · · · · · · · · · · · · · · · · ·		Locate information in		formulate a research question (e.g., what were John Wooden's greatest contributions to college						
a story in telling the story.		action. 2.RL3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation	3.RL3.2: Distinguish personal point of view from that of the narrator or those of the characters.	4.RL3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person	a narrator's or speaker' point of view influences how events are portrayed.								Pictures, charts, grade- appropriate texts, personal experiences, or people as sources of information on a topic.	 Organze information, using graphic organizers or other aids. Make informal 	Identify various visual and text reference sources	reference texts, electronic resources, or	Use organizational features of print and digital sources to	posketpoli/j.						
		characters, usually enclosed in quotation		difference between first- and third-person									REP	Make informal presentations on		through interviews.	digital sources to efficiently to locate further information.	Identify and acquire information through						
		RL4: CONNE	TION OF IDEAS	narracions.	-								AND	information gathered.	 Organize, summarize and present the information, choosing from a variety of forma 	Recognize that some sources may be more reliable than others.	Determine the reliability of the sources	information through reliable primary and secondary sources.						
Build comprehensi KINDERGARTEN	on and appreciation of liter GRADE 1	GRADE 2	gRADE 3	and analyzing how sensor GRADE 4 4.RL4.1: Describe how visual and multimedia presentations and representations can	gRADE 5								SING		a variety of forma	Record relevant		Summarize and paraphrase important						
		2.RL4.1: Use information gained	y elements and themes GRADE 3 3.RL4.1: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize	4.RL4.1: Describe how visual and multimedia	v 5.RL4.1: Analyze how visual and multimedia								HESI			Record relevant information in their ow words.	Summarize and organize information in their own words, giving credit to the source.	paraphrase important ideas and supporting details, and include direct quotations where						
describe the elationship between Ilustrations and the itory in which they	1.RL4.1: Use illustrations and details in a story to describe its characters, setting, or	information gained from the illustrations and words in a print or digital text to demonstrate	text's illustrations contribute to what is	presentations and representations can	visual and multimedia presentations and representations can								LINKS			Present the		appropriate, citing the						
tory in which they ppear.	events.	digital text to demonstrate	conveyed by the words in a story (e.g., create	enhance the meaning a text.	of enhance the meaning o a text.								NG,			information, choosing from a variety of forma	Present the research information, choosing from a variety of format	• Avoid plagiarism and						
		understanding of its characters, setting, or	ospects of a character										ESSI				from a variety of format	 Avoid plagtarism and follow copyright guidelines for use of images, pictures, etc. 						
RL4.2: With support,	1.RL.4.2: Compare and	plot. 2.RL4.2: Compare and	or setting). 3.RL4.2: Compare and	4.RL4.2: Compare and	d 5.RL.4.2: Compare and	1							, AS											
compare and contrast he adventures and experiences of	contrast the adventures and experiences of characters in stories.	contrast versions of the same stories from different authors, time periods, or cultures from around the world.	contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in heads form a series)	of similar themes and topics and patterns of	t contrast stories in the same genre on their approaches to similar								DING					 Present the research information, choosing from a variety of sources. 						
characters in familiar itories.	and sent in sweds.	periods, or cultures from around the world	same author about the same or similar	topics and patterns of events in stories, myth and traditional literature from differe	hs, themes and topics.								E .					from a variety of sources.						
			characters (e.g., in books from a series).	literature from differe cultures.	ant.								-											
			-											<u> </u>	1									
													-	Demonstr	W.6: CONVENTION rate command of th	S OF STANDARD ENG he conventions of st	andard English							
													KINDERGARTEN K.W.6.1: Demonstrate	GRADE 1 1.W.6.1: Demonstrate	GRADE 2 2.W.6.1: Demonstrate	GRADE 3 3.W.6.1: Demonstrate	GRADE 4 4.W.6.1: Demonstrate	GRADE 5 5.W.6.1: Demonstrate						
													command of English grammar and usage,	command of English grammar and usage,	command of English grammar and usage,	command of English grammar and usage,	command of English grammar and usage,	command of English grammar and usage,						
													focusing on:	focusing on:	focusing on:	focusing on: 3.W.6.1a: Nouns/Pronouns –	focusing on: 4.W.6.1a:	focusing on: 5.W.6.1a:						
													Nours/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).	1.W.6.1a: Nouns/Pronouns – Writing sentences that include common and proper nouns and personal pronouns.	Nouns/Pronouns – Writing sentences that	Nouns/Pronouns – Writing sentences usin er, abstract nouns (e.g.,	Nouns/Pronouns - Writing sentences that	Nouns/Pronouns -						
													plural nouns (e.g.,	proper nouns and parsonal processor	Would yronours – Writing sentences that include common, prop possessive, and collect nouns, irregular plural nouns, and personal ar	er, abstract nouns (e.g., ive hope, thought).	Writing sentences that include relative pronous (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and	s Students are expected to build upon and continue applying conventions						
													aograoga, catreats).	personal pronouns.	nouns, irregular plural nouns, and personal ar possessive pronouns.	nd	myself, ourselves) and explaining their function	applying conventions learned previously.						
													GV KW.6.1b: Verbs -	1.W.6.1b: Verbs -	2.W.6.1b: Verbs -	3.w.6.1b: Verbs -	explaining their function in the sentence. 4.W.6.1b: Verbs –	5.W.6.1b: Verbs -						
														tabiling contenant union	a substitute containers the	at Writing sentences that	· Writing sentences that	Writing sentences that						
													Writing sentences that include verbs.	verbs to convey a sense	use the past tense of	use regular and irregula	ar use the progressive vert	use the perfect (e.g., /						
													ONE include verbs.	1.W.6.1b: Verbs – Writing sentences using verbs to convey a sense of past, present, and future.	 Writing sentences the use the past tense of frequently occurring irregular verbs. 	at Writing sentences that use regular and irregular verbs and simple verb tenses to convey verice convey verice tenses to convey verice tenses to convert tenses to converice tenses to convert tenses tenses t	Writing sentences that use the progressive verticenses. Pecognizing and	use the perfect (e.g., / have walked, / had walked, / will have						
													Include verbs.	verbs to convey a sense of past, present, and future.	 Writing terrelates to use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., action, linking) in 	use regular and irregula verbs and simple verb tenses to convey varios times, sequences, state and conditions.	ar use the progressive vert tenses. 41 • Recognizing and 55, correcting inappropriate shifts in verb tense. • Using modal auxiliarie (e.g., con, may, must).	 Writing sentences that use the perfect (e.g., / have walked, / had wasked, / will have wasked, / will have wasked, will have wasked, web tenses. Correctly using vebs that are often misused (e.g., lie/lay, sit/set, 						

							6	·								
Image: state in the state																
								Adverbs -	Adverbs -				Adverbs -			
								scandard begins at	scandord begins at	adjectives and adverbs.	comparative and	adverbs (e.g., where,				
								secona grade.	secona grade.		superative adjectives	when) and explaining				
											and adverbs, choosing		opprysing conventions			
											between them	sentence.	earnea previousy.			
											depending on what is to					
											or moomed, and					
											in the restance					
											an one permanent.					
								K.W.6.1d: Prepositions -	1.W.6.1d: Prepositions -	2.W.6.1d: Prepositions -	3.W.6.1d: Prepositions -	4.W.6.1d: Prepositions -	5.W.6.1d: Prepositions -			
											1 .	Writing sentences that	writing sentences that			
								Standard begins at fourth	Standard begins at fourth	Standard begins at fourth	Standard beains at fourth	include prepositions,	include prepositional			
Image: state								grade.	grode.	grade.		explaining their functions	phrases and explaining			
Image: state stat									-	-		in the sentence.	their functions in the			
Image: section of the section of t													sentence.			
								Recognizing that there								
								are different kinds of	declarative,	complete simple and	complete simple,	complete simple,	compound, and complex			
									interrogative, imperative,	compound declarative,	compound, and complex	compound, and complex	declarative,			
										interrogative, imperative,	declarative,					
								something, sentences	sentences in response to							
								that ask something, etc.).	prompts.	sentences.						
									1		sentences, using					
								1	1	1	coordinating and	coordinating and	(e.g., either/or,			
								1	1	1			menunet/mort.			
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[1] 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

[2] 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

[3] 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

[4] 2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

[5] "2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that -

Include a beginning.

· Use temporal words to signal event order (e.g., first of all).

Provide details to describe actions, thoughts, and feelings.

· Provide an ending."

[6] 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

[7] 2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot

[8] "2.W.4: Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[9] 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.

[10] 2.RN.3.3 Identify what the author wants the reader to answer, explain, or describe in the text.

[11] 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

[12] 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"2.W.6.2c: Spelling -

- · Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- · Generalizing learned spelling patterns (e.g., word families) when writing words.
- · Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

[13] 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary

2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.

2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.

2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

2.W.1 Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

[14] 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

[15] 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

[16] 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

[17] 2.W.6.1a: Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

[18] "2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that -

- Include a beginning.
- · Use temporal words to signal event order (e.g., first of all).
- \cdot Provide details to describe actions, thoughts, and feelings.
- · Provide an ending."

[19] 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

[20] 2.RV.2.1 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

[21] 2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

[22] 2.W.6.2a: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.

[23] "2.W.4: Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[24] 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

[25] 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

[26] 2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[27] "2.W.6.2b: Punctuation –

· Correctly using a period, question mark, or exclamation mark at the end of a sentence.

Using an apostrophe to form contractions and singular possessive nouns.

Using commas in greetings and closings of letters, dates, and to separate items in a series."

[28] 2.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

[29] 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.

[30] 2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

[31] 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.

[32] 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.

[33] 2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.W.1 Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

"2.W.6.2c: Spelling -

- · Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- · Generalizing learned spelling patterns (e.g., word families) when writing words.
- · Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

"2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that -

- Include a beginning.
- · Use temporal words to signal event order (e.g., first of all).
- \cdot Provide details to describe actions, thoughts, and feelings.
- \cdot Provide an ending."

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

[34] 2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

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2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

"2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that -

· Include a beginning.

- \cdot Use temporal words to signal event order (e.g., first of all).
- \cdot Provide details to describe actions, thoughts, and feelings.
- \cdot Provide an ending."

"2.W.4: Apply the writing process to -

· Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by

adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

"2.W.6.2c: Spelling -

- · Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- · Generalizing learned spelling patterns (e.g., word families) when writing words.
- · Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

[35] 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

[36] 2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

[37] 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

[38] 2.W.6.1a: Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

[39] 2.W.3.1: Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.

[40] 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

[41] 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

[42] 2.RL.2.2

Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

[43] "2.W.6.1b: Verbs -

 \cdot Writing sentences that use the past tense of frequently occurring irregular verbs.

· Understanding the functions of different types of verbs (e.g., action, linking) in sentences."

[44] "2.W.4: Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[45] 2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

[46] 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.

"2.W.6.2c: Spelling –

· Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.

- · Generalizing learned spelling patterns (e.g., word families) when writing words.
- · Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

[47] 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.v

2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

"2.W.6.2c: Spelling -

- · Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- · Generalizing learned spelling patterns (e.g., word families) when writing words.
- · Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

[48] 2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

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- · Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- · Generalizing learned spelling patterns (e.g., word families) when writing words.
- · Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

[49] 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

[50] 2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

[51] 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

[52] "2.W.6.1b: Verbs -

· Writing sentences that use the past tense of frequently occurring irregular verbs.

· Understanding the functions of different types of verbs (e.g., action, linking) in sentences."

[53] "2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that -

- · Include a beginning.
- · Use temporal words to signal event order (e.g., first of all).
- · Provide details to describe actions, thoughts, and feelings.
- · Provide an ending."

[54] 2.RF.4.4 Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

[55] 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

[56] 2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

[57] 2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.

[58] "2.W.4: Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[59] 2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

[60] 2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[61] 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RN.3.1 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

2.W.6.2c Spelling -

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

[62] 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.

2.RL.3.2 Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

2.W.6.2c Spelling –

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

[63] 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.

2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

2.W.6.2c Spelling -

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

2.ML.1: Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.

2.ML.2.1: Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

[64] 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

[65] 2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

[66] 2.RL.2.3 Describe how characters in a story respond to major events and how characters affect the plot.

[67] 2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

[68] "2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that -

Include a beginning.

- \cdot Use temporal words to signal event order (e.g., first of all).
- \cdot Provide details to describe actions, thoughts, and feelings.

· Provide an ending."

[69] 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

[70] 2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

[71] 2.RL.4.1 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[72] 2.W.6.2a Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.

[73] "2.W.4: Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[74] 2.RF.4.6 Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

[75] 2.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

[76] 2.RN.2.2 Identify the main idea of a multiparagraph text and the topic of each paragraph.

[77] "2.W.6.2b: Punctuation -

· Correctly using a period, question mark, or exclamation mark at the end of a sentence.

· Using an apostrophe to form contractions and singular possessive nouns.

· Using commas in greetings and closings of letters, dates, and to separate items in a series."

[78] 2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

[79] 2.RN.4.1: Describe how an author uses facts to support specific points in a text.

[80] 2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"2.W.5: With support, conduct short research on a topic.

- · Find information on a topic of interest (e.g., cardinals).
- · Identify various visual and text reference sources
- · Organize, summarize, and present the information, choosing from a variety of formats"

2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

2.RL.2.1 Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

2.RN.3.3 Identify what the author wants the reader to answer, explain, or describe in the text.

2.W.6.2c Spelling -

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

[81] 2.RF.4.2 Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

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- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

[82] 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.RV.3.2 Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

"2.W.4: Apply the writing process to -

Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

2.W.6.2c Spelling -

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

[83] 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

[84] 2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

[85] 2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

[86] 2.W.6.1a: Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

[87] "2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that -

Include a beginning.

- · Use temporal words to signal event order (e.g., first of all).
- · Provide details to describe actions, thoughts, and feelings.

· Provide an ending."

[88] 2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

[89] 2.RV.2.4

Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

[90] 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

[91] "2.W.6.1b: Verbs -

· Writing sentences that use the past tense of frequently occurring irregular verbs.

· Understanding the functions of different types of verbs (e.g., action, linking) in sentences."

[92] "2.W.4: Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[93] 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

[94] 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

[95] 2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

[96] 2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

[97] 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.

[98] 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

2.RV.2.2 Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

2.SL.4.2 Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

2.W.6.2c Spelling –

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words

[99] 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.

2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.

2.RV.2.1 Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

- 2.W.6.2c Spelling -
- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words

[100] 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

2.W.6.2c Spelling -

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words

[101] 2.W.6.2c Spelling -

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- Generalizing learned spelling patterns (e.g., word families) when writing words.
- Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

[102] 2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

[103] 2.RN.2.2: Identify the main idea of a multi paragraph text and the topic of each paragraph.

[104] "2.W.6.2b: Punctuation -

- \cdot Correctly using a period, question mark, or exclamation mark at the end of a sentence.
- · Using an apostrophe to form contractions and singular possessive nouns.
- · Using commas in greetings and closings of letters, dates, and to separate items in a series."

[105] "2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that -

- · Include a beginning.
- \cdot Use temporal words to signal event order (e.g., first of all).
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[106] 2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

[107] 2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

[108] 2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.

[109] 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.

[110] 2.RN.4.1: Describe how an author uses facts to support specific points in a text.

[111] 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

"2.W.5: With support, conduct short research on a topic.

- · Find information on a topic of interest (e.g., cardinals).
- · Identify various visual and text reference sources

· Organize, summarize, and present the information, choosing from a variety of formats"

2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

[112] 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

2.RV.2.1: Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and

clarify a text.

2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.

[113] 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

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2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.RV.3.1: Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

"2.W.4: Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[114] 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

[115] 2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

[116] 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

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[121] 2.RN.3.1 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

[122] "2.W.6.1b: Verbs -

· Writing sentences that use the past tense of frequently occurring irregular verbs.

· Understanding the functions of different types of verbs (e.g., action, linking) in sentences."

[123] 2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.

[124] 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.

[125] 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.

[126] 2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[127] 2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

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- · Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- · Generalizing learned spelling patterns (e.g., word families) when writing words.
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2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.

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[128] 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RL.3.1 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

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[132] 2.RN.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

[133] "2.W.6.2b: Punctuation -

- · Correctly using a period, question mark, or exclamation mark at the end of a sentence.
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- \cdot Using commas in greetings and closings of letters, dates, and to separate items in a series."

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- \cdot Organize, summarize, and present the information, choosing from a variety of formats"

[135] 2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.

[136] 2.RV.3.1 Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.

[137] 2.RN.3.1 Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.

[138] 2.W.6.1c: Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.

[139] "2.W.4: Apply the writing process to -

• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

[140] 2.RN.4.1 Describe how an author uses facts to support specific points in a text.

[141] 2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.

[142] 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

2.RN.2.1 Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

"2.W.6.2c: Spelling -

· Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.

· Generalizing learned spelling patterns (e.g., word families) when writing words.

· Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

[143] 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.

"2.W.4: Apply the writing process to -

Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

· Use available technology to publish legible documents."

"2.W.5: With support, conduct short research on a topic.

- Find information on a topic of interest (e.g., cardinals).
- · Identify various visual and text reference sources
- \cdot Organize, summarize, and present the information, choosing from a variety of formats"

"2.W.6.2c: Spelling -

- · Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
- · Generalizing learned spelling patterns (e.g., word families) when writing words.
- · Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

[144] 2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.

2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).

2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

2.RV.2.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known

word.

2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.

"2.W.4: Apply the writing process to -

Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.

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