

MSD of Pike Township

K-5 Literacy Curriculum Map and Resources

Teacher Resources	Student Resources	Curriculum Map Helpful Hints
<p>Teacher's Guide - A comprehensive guide that provides support and resources for instructional planning. There are multiple volumes depending on the grade level, and they are available in print and online.</p> <p>Teaching Pal - An annotated version of the student myBook. It provides questions, think alouds, and annotation tips, including Notice & Note signposts and scaffolded support to use during instruction.</p> <p>Writing Workshop Teacher's Guide - Provides explicit step-by-step modeling and instruction for each stage of the Writing Workshop process. With the exception of Kindergarten (where it is a part of the Teacher's Guide), these are separate guides and also come in multiple volumes.</p> <p>Teacher Resource Book - A collection of Printables for student application of literacy skills and anchor charts, graphic organizers, and Know It, Show It pages.</p> <p>Guiding Principles and Strategies - An overview of Into Reading and details about each literacy component, implementation tips, and support for families.</p> <p>BookStix (K-2 only) - A post-it note for Big Books and Read Alouds that have helpful reading prompts and skills practice for teachers to use during instruction.</p> <p>Take and Teach Leveled Reader Cards - reference tool that contain different instructional opportunities for each leveled reader and activity suggestions.</p>	<p>myBook - write-in student book allows student to own and interact with a variety of texts. These will be replenished annually. Kindergarten: 1 volume, Grades 1-2: 5 volumes, and Grades 3-6: 2 volumes.</p> <p>Rigby Leveled Library - K-2: 90 books and Grades 3-6: 60 books and 30 cards. These may be organized by classroom or school-wide bookroom. Consult your building principals for details.</p> <p>Student Choice Library, Read Aloud Books (K-2), and Big Books (K-2) - well-loved literature connected to module topics and serve as focal text for writer's workshop.</p> <p>Vocabulary Cards - academic vocabulary for each lesson using image associations, context sentences, and discussion prompts.</p> <p>Picture, Letter, and High-Frequency Word Cards (K-2 only) - develop early foundational skills with these instructional cards.</p> <p>Start Right Reader (K-2 only) - decodable texts, which feature storylines or topics each week and allows students to apply foundational skills in context.</p> <p>Sound/Spelling Cards (Grades 1-2 only) - large-format instruction cards with pictures and multiple spelling combinations.</p> <p>Kindergarten Only - alphafriend cards/videos and alphabet cards.</p>	<p>Curriculum Maps - address the whole group reading and writing instruction following the Into Reading program. Small group instruction will be provided using the Fountas & Pinnell Guided Reading format and Jan Richardson planning template.</p> <p>Modules - units of study with three weeks of lessons that start with a launch activity to build background knowledge and language about the module topic. In Grades 1-6 a fourth week is provided for remediation and enrichment. Kindergarten modules are 4 weeks long.</p> <p>Lessons - daily lessons provide instruction in foundational skills, vocabulary, reading, and writing workshop (including language development).</p> <p>Ed: Your Friend in Learning - online learning system that provides program resources (for students and teachers), instructional tools, and management of assignments and assessments.</p> <p>Priority Standards and Essential Skills - these are the important skills that students should know and be able to do as an outcome of each module. These are the areas that teachers will spend the majority of instructional time teaching, what students will be assessed for, what teachers will have data-driven discussions about, and what teachers will intervene on (enrichment or remediation).</p> <p>Common Assessments - At the end of each module there is a Module Assessment. These will serve as the common assessments for Year 1 of implementation. All K-5 students will take this assessment during the designated week of instruction.</p> <p>SPECIAL NOTES</p>

MSD of Pike Township Reading Curriculum Map - Grade 2

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

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Module 1	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
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]	<i>We Are Super Citizen</i> <i>Meet the Dogs of Bedlam Farm</i> <i>Clark the Shark</i> Writing Focal Text: <i>Just A Dream</i>	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]	<i>The William Hoy Story</i> <i>Spoon</i> <i>Being A Good Citizen</i> Writing Focal Text: <i>Just A Dream</i>	Weekly Assessment
Week 3	August 31 - September 4	Lessons 11-15	2.RF.5, 2.W.1, 2.W.6.1.e, 2.RV.1, 2.RV.2.4, 2.RL.2.3, 2.RL.4.1, 2.ML.1, 2.ML.2.1, 2.W.1 [13]	<i>Violet the Pilot</i> <i>Picture Day Perfection</i> <i>Get Involved: Be Awesome!</i> (Online Ed Video) Writing Focal Text: <i>Just A Dream</i>	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 Township Reading Curriculum Map - Grade 2

Module 2	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards</p> <p>Bolded standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>2.RF.4.2 [14]</p> <p>2.RF.4.3 [19]</p> <p>2.RF.4.4 [24]</p>	<p>2.RV.1 [15]</p> <p>2.RV.2.1 [20]</p> <p>2.RV.2.2 [25]</p> <p>2.RV.2.5 [28]</p> <p>2.RV.3.2 [30]</p>	<p>2.RN.2.1 [16]</p> <p>2.RL.3.2 [21]</p> <p>2.RL.4.1 [26]</p> <p>2.RN.2.2 [29]</p> <p>2.RN.3.3 [31]</p>	<p>2.W.6.1.a [17]</p> <p>2.W.6.2.a [22]</p> <p>2.W.6.2.b [27]</p>	<p>2.W.3.3 [18]</p> <p>2.W.4 [23]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p>Decode 2 syllable words with CVC, CV, VCe, VV, and CVr patterns.</p> <p>Read short vowel and long vowel 1 syllable words.</p>	<p><u>Use context clues (words or sentence clues) to determine the meaning of an unknown words.</u></p> <p><u>Identify synonyms.</u></p> <p>Define multiple-meaning words.</p> <p><u>Apply vocabulary words acquired through reading of nonfiction text</u></p>	<p>Ask questions about text and use details to support my answers.</p> <p>Identify the main (central) idea of a multiparagraph nonfiction text.</p> <p><u>Identify what the author wants to answer, explain, or describe in the text.</u></p> <p>Use reference materials to determine the meaning of words or phrases.</p> <p><u>Use illustrations and details to gain information in the text.</u></p> <p>Determine the meanings of words and phrases in nonfiction text.</p> <p><u>Identify elements of drama, such as character, dialogue, and setting.</u></p> <p><u>Identify the features of an informational text</u></p>	<p>Write sentences with nouns.</p> <p>Capitalize nouns when appropriate.</p> <p>Write sentences with personal pronouns.</p> <p>Write addresses and dates with the correct capitalization.</p> <p>Use an apostrophe to make a contraction and show ownership.</p> <p>Use commas in greetings and closing of letters, dates, and to separate items in a series.</p>	<p>Develop topics for stories, or poems, and other narrative purposes.</p> <p><u>Write a beginning for a narrative.</u></p> <p><u>Use words to signal event order.</u></p> <p><u>Use details to describe actions, thoughts, and feelings in my writing.</u></p> <p><u>Write an ending for a narrative.</u></p> <p>Apply the writing process.</p>
<p>Topics</p>	<p>Long o, e, u (CV, VCe)</p> <p>Short and Long Vowels</p> <p>Suffixes: -er, -est</p> <p>Blends: l, t, s</p>	<p>Suffixes: -er, -est</p> <p>Inflections: -s, -es</p> <p>Synonyms</p> <p>Inflections</p> <p>Words that Name Places</p>	<p>Author's Purpose</p> <p>Central Idea</p> <p>Make Inferences</p> <p>Content Area Words</p> <p>Setting</p> <p>Connect Text and Visual</p> <p>Elements of Drama/Poetry</p>	<p>Nouns for people, animals, places, and things</p> <p>Singular and Plural Nouns.</p> <p>Kinds of Sentences</p>	<p>Descriptive Essay</p> <p>Prompt: Write an essay describing a place you want to visit.</p>

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Module 2	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	<p>Lessons 1-5 Phonics: Long o, e, u</p> <p>Lessons 6-10 Phonics: Long o, e, u Inflections: -er, -est</p> <p>Lessons 11-15 Phonics: Initial blends l, r, s Inflections: -s, -es</p>	<p>Lessons 1-5 amount, easily, example, forms, hollow, material, petals, planet, sail, space, splashes, tasty, tender, ticklish Suffixes: -er, -est Synonyms</p> <p>Lessons 6-10 battleground, buzzing, clanking, feud, fit, frenzy, funky, gasped Inflections: -s, -es</p> <p>Lessons 11-15 ace, agency, business, confidently, eagerly, located, mossy, mystery, outstretched, pavement, scoop, seeps, underside Nouns</p>	<p>Lessons 1-5 Author's purpose Central idea Make inferences Content area words</p> <p>Lessons 6-10 Setting Make connections Connect text and visuals Create mental images</p> <p>Lessons 11-15 Central idea Ask and answer questions Connect text to visuals</p>	<p>Lessons 1-5 Nouns for people, animals, places, and things Kinds of sentences: using nouns</p> <p>Lessons 6-10 One and more than one, Adding -s, and -es Simple sentences Singular and plural nouns</p> <p>Lessons 11-15 Adding -es to nouns, Nouns that change spelling Possessive nouns, singular, and plural nouns</p>	<p>Lessons 1-5 Prewriting, Drafting Informational text Elements of informational text (W8)</p> <p>Lessons 6-10 Singular and plural nouns Identifying the topic Elements of informational text Drafting Revising: sentence structure, and conferencing</p> <p>Lessons 11-15 Revising Editing Publishing Sharing</p> <p>Additional Mentor Texts: Same, Same, but Different</p>
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]	<i>What's the Matter?</i> <i>The Important Book</i> <i>Many Kinds of Matter</i> Writing Focal Text: <i>Uncommon Travelers</i>	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]	<i>It's Only Stanley</i> <i>The Great Fuzz Frenzy</i> <i>Water Rolls, Water Rises</i> Writing Focal Text: <i>Uncommon Travelers</i>	Weekly Assessment
Week 3	September 28 - October 2	Lessons 11-15	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]	<i>If You Find a Rock</i> <i>The Puddle Puzzle</i> <i>Looking at Art</i> Writing Focal Text: <i>Uncommon Travelers</i>	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
<p><u>Priority Standards</u></p> <p>Bolded standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>2.RF.4.2 [35] 2.RF.4.4 [40]</p>	<p>2.RV.2.4 [36] 2.RV.2.5 [41]</p>	<p>2.RL.2.1 [37] 2.RL.2.2 [42] 2.RL.3.2 [45]</p>	<p>2.W.6.1.a [38] 2.W.6.1.b [43]</p>	<p>2.W.3.1 [39] 2.W.4 [44]</p>
<p><u>Essential Skills: SWBAT</u> (Students will be able to...)</p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p>Decode words with closed syllable patterns.</p> <p>Read common high frequency sight-words.</p>	<p><u>Use a known root word as a clue to the meaning of an unknown word with the same root.</u></p> <p><u>Identify when an affix is added to a known word.</u></p> <p>Use reference materials to determine the meaning of word.</p>	<p><u>Demonstrate understanding of a text by asking and answering questions about the main idea and key details in a text.</u></p> <p><u>Identify differences in the points of view of characters.</u></p> <p>Identify dialogue as words spoken by characters.</p> <p><u>Determine the central message, lesson, or moral of the story.</u></p> <p>(The terms central idea, theme, and main idea are used interchangeably throughout the book.)</p>	<p>Write sentences with nouns.</p> <p><u>Capitalize nouns when appropriate.</u></p> <p>Use pronouns to show ownership.</p> <p>Write sentences with personal pronouns.</p>	<p>Use my writing to help others follow my suggestions.</p> <p>State my opinion by presenting in the introduction of my writing.</p> <p><u>Provide supporting reasons</u></p> <p>Write a conclusion that restates my opinion.</p> <p>Apply the writing process.</p>
<p>Topics</p>	<p>Final Blends Closed Syllables Double Final Consonants High-Frequency Words</p>	<p>Context Clues Words About Communication Prefixes: un-, re- Inflections: -ed, -ing</p>	<p>Central Idea and Supporting Details Point of View Theme Make and Confirm Predictions Synthesize Retell Text Organization</p>	<p>Proper Nouns Compound Subjects and Predicates Types of Verbs</p>	<p><u>Persuasive text</u></p> <p>Prompt: Describe an issue, state your opinion, and provide evidence (reasons) about why others should support it.</p>

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Module 3	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	<p>Lessons 1-5 Phonics: Final blends Closed syllables</p> <p>Lessons 6-10 Phonics: Double final consonants Inflections: spelling changes</p> <p>Lessons 11-15 Phonics: Consonant digraphs Prefixes: un-, re-</p>	<p>Lessons 1-5 belongs, bob, bundle, company, greedy, invited, musical, plead, scoots, screams, scurries, shove, snaking, weave Prefixes: un-, re- Context clues</p> <p>Lessons 6-10 argue, blamed, booming, brewing, exhausted, moped, persuade, practice, respectful, skill, struts, threatening, wandered, whizzed Inflections: -ed, -ing</p> <p>Lessons 11-15 admit, dragged, excuses, frown, hesitant, humor, immediately, mumbled, nearby, probably, terrible, wrinkled, yanked</p>	<p>Lessons 1-5 Central idea Point of view Monitor and clarify</p> <p>Lessons 6-10 Theme Make and confirm predictions Central(main) idea</p> <p>Lessons 11-15 Theme Retell Central(main) idea</p>	<p>Lessons 1-5 Names for people, animal, places, and things Names for special places, and things Plural nouns</p> <p>Lessons 6-10 Action verbs, subjects, action verbs in sentences, and proper nouns</p> <p>Lessons 11-15 Compound subjects, coordinating conjunctions, compound predicates</p>	<p>Lessons 1-5 Persuasive text-priming the students: introducing the text Vocabulary Prewriting: logically connecting paragraphs</p> <p>Lessons 6-10 Prewriting Drafting Persuasive text Revising</p> <p>Lessons 11-15 Persuasive text Revising Editing Publishing Sharing</p> <p>Additional Mentor Texts: <i>I Wanna Iguana</i> <i>I Wanna New Room</i> <i>Click Clack Moo</i> <i>Earrings</i> <i>Hey, Little Ant</i></p>
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	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]	<i>Meet Me Halfway</i> <i>Mango, Abuela and Me</i> <i>Big Red Lollipop</i> Writing Focal Text: <i>Mr. Tiger Goes Wild</i>	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]	<i>Three Hens and a Peacock</i> <i>Working with Others</i> <i>Gingerbread for Liberty</i> Writing Focal Text: <i>Mr. Tiger Goes Wild</i>	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]	<i>Serious Farm</i> <i>Pepita and the Bully</i> <i>Be a Hero! Work It Out!</i> Writing Focal Text: <i>Mr. Tiger Goes Wild</i>	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
<p>Priority Standards</p> <p>Bolded standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>2.RF.4.3 [49] 2.RF.4.4 [54]</p>	<p>2.RV.2.1 [50] 2.RV.2.5 [55] 2.RV.3.1 [59]</p>	<p>2.RN.2.3 [51] <i>2.RL.3.1 [56]</i> 2.RL.4.1 [60]</p>	<p>2.W.6.1.b [52] 2.W.6.1.c [57]</p>	<p>2.W.3.3 [53] 2.W.4 [58]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p>Decode two-syllable words with the VV pattern.</p> <p>Read multi-syllabic words with suffixes.</p> <p>Read common high-frequency sight words.</p> <p>Read irregularly spelled high-frequency sight words</p>	<p><u>Use context clues (word or sentence clues) to determine the meaning of an unknown word.</u></p> <p><u>Determine the meaning of words and phrases in a nonfiction text.</u></p>	<p><u>Describe how steps in a process or procedure are connected in a nonfiction text.</u></p> <p><u>Explain how text features contribute to the understanding of the text.</u></p> <p><u>Describe the plot of a story.</u></p> <p>Describe how the beginning introduces what will happen in the story.</p> <p><u>Describe how the ending includes solving the problem in the story.</u></p> <p><u>Use the illustrations and details to describe characters, setting, and plot in a story.</u></p>	<p><u>Show when actions happen by changing the verb in my sentence.</u></p> <p>Write sentences that use past tense irregular verbs.</p> <p>Understands the functions of different types of verbs in sentences.</p>	<p>Apply the writing process.</p> <p>Develop topics for stories, poems, and other narrative purposes.</p> <p>Write a beginning for a narrative.</p> <p>Use words to signal event order.</p> <p>Use details to describes actions, thoughts, and feelings in my writing.</p> <p>Write an ending for a narrative.</p> <p>Apply the writing process.</p>
<p>Topics</p>	<p>Consonant: k, ck Silent Letters: kn, wr, gn, mb Multisyllabic Words: long a, long e, short e patterns</p>	<p>Suffixes: -ful, -less Multiple meaning words Context clues</p>	<p>Text Organization (Chronology) Story Structure Make and Confirm Predictions Making Inferences Elements of Drama Figurative Language Author's Purpose</p>	<p>Adding -s and -es to verbs</p>	<p><u>Imaginative Stories</u> Prompt: Write about an imaginary friend or place. What story can you tell about that friend or place?</p>

MSD of Pike Township Reading Curriculum Map - Grade 2

Module 4	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	<p>Lessons 1-5 Phonics: Consonants k, ck; silent letters (kn, wr, gn, mb) HFW: ask, asked, buy, comb, girl, grand, lady, mother, number, often Fluency: Intonation</p> <p>Lessons 6-10 Phonics: Multisyllabic words: long/short a (ai, ay) HFW: afraid, always, another, great, passed, really, says, stay, try, which Fluency: Accuracy and self-correction</p> <p>Lessons 11-15 Phonics: Long e: ee, Short e patterns, Multisyllabic words: long/short e HFW: clean, feel, ground, horse, leave, need, please, queen, seen, tree Fluency: Reading rate</p>	<p>Lessons 1-5 barging, clue, cozy, disturb, expression groggy, pause, positioned, rattled, sense, steaming, tackled, traipsing, varying Suffixes -ful, -less Multiple-Meaning words</p> <p>Lessons 6-10 believe, bind, chant, clever, dawn, flakes, foolish, fulfill, journey, narrow, plain, satisfied, special, speech</p> <p>Lessons 11-15 beamed, chore, console, contained, dashed, escaping, gently, hobbled, indigestion, jealous, literary, pleasure, superb, thrilled</p>	<p>Lessons 1-5 Text organization Story structure Make inferences</p> <p>Lessons 6-10 Story structure Create mental images Make and confirm predictions Figurative language</p> <p>Lessons 11-15 Author's purpose Make connections Story structure Cause and effect</p>	<p>Lessons 1-5 Verbs with -s, or -es, spiral review: compound subjects and predicates Using present tense verbs</p> <p>Lessons 6-10 Past tense verbs with -ed Verbs in the future tense Present, past, and future tense Using proper nouns</p> <p>Lessons 11-15 Compound sentences with conjunctions Forming compound sentences Combining sentences Possessive nouns</p>	<p>Lessons 1-5 Priming the students: the text Vocabulary Prewriting</p> <p>Lessons 6-10 Elements of a narrative Drafting Revising: sentence length, and conferencing</p> <p>Lessons 11-15 Imaginative story editing: capitalization, punctuation, peer editing, publishing, and sharing</p>
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]	<i>Recipe for a Fairy Tale</i> <i>Goldilocks and the Three Dinosaurs</i> <i>How to Read a Story</i> <i>Writing Focal Text: Aunt Isabel Tells a Good One</i>	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]	<i>Rabbit's Snow Dance</i> <i>A Crow, a Lion, and a Mouse! Oh, My!</i> <i>Hollywood Chicken</i> <i>Writing Focal Text: Aunt Isabel Tells a Good One</i>	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]	<i>Perfect Season for Dreaming</i> <i>If the Shoe Fits</i> <i>Those Clever Crows (Online Ed Video)</i> <i>Writing Focal Text: Aunt Isabel Tells a Good One</i>	Weekly Assessment

MSD of Pike Township Reading Curriculum Map - Grade 2					
Module 4	Foundations	Vocabulary	Reading	Language	Writing
Week 4	December 14-17 (4-day)	Remediation/Enrichment	As Needed	Writing Focal Text: Aunt Isabel Tells a Good One Revisit Texts Use Additional Resources	Required Module Assessment

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Module 5	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 [64] 2.RF.4.4 [69] 2.RF.4.6 [74]	2.RV.1 [65] 2.RV.2.4 [70] 2.RV.2.5 [75]	2.RL.2.3 [66] <i>2.RL.4.1 [71]</i> 2.RN.2.2 [76] 2.RN.2.3 [78] 2.RN.4.1 [79]	2.W.6.1.a [67] <i>2.W.6.2.a [72]</i> <i>2.W.6.2.b [77]</i>	2.W.3.3 [68] 2.W.4 [73]
Essential Skills: SWBAT (Students will be able to...) <i>Underlined</i> skills are important skills that are assessed on the module assessment.	Read short and long vowel one-syllable words. Read common high-frequency sight words. Read irregularly spelled high-frequency sight words. Read multi-syllabic words with contractions. Read multi-syllabic words with suffixes.	<u>Read multi-syllabic words with prefixes.</u> <u>Read multi-syllabic words with suffixes.</u> 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.	<u>Explain how characters in a story respond to major events and challenges.</u> <u>Use illustrations and other details to gain information in the text.</u> Identify what the author answers or explains in a nonfiction text. <u>Describe how an author uses facts to support specific points in a nonfiction text.</u> Identify the main idea of a multiparagraph text. Identify the topic of each paragraph in a text.	Write sentences with nouns and pronouns. <u>Use commas in greetings and closings of letters, dates, and to separate items in a series.</u> <u>Capitalize proper nouns in addresses, days of the week, and dates.</u>	Apply the writing process. 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	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.

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Module 5	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	<p>Lessons 1-5 Phonics: Long O Patterns (o, oa, ow) HFW: below, both, follow, most, move, own, road, show, window, yellow Fluency: Intonation</p> <p>Lessons 6-10 Phonics: Long I patterns and silent letters HFW: almost, become, begin, high, kind, might, night, one, open, opened Fluency: Expression</p> <p>Lessons 11-15 Phonics: Homophones HFW: began, book, of, ready, their, thought, two, whole, years, write Fluency: Accuracy and self-correction</p>	<p>Lessons 1-5 assured, exactly, precise, peered, respond, intent, contraption, replica assured, replica rare, relay, honored, success, politics, advice, earned, equal Suffixes -ly, -y</p> <p>Lessons 6-10 lot, stoop, volunteers, architect, manager, interviews rare, relay, honored, success, politics, advice, earned, equal Prefix: dis</p> <p>Lessons 11-15 workshop, issue, ensure, failure, devoted, smash troop, charge, solve, state, members, laws, capital, council Words that name people</p>	<p>Lessons 1-5 Ideas and Support Figurative Language Ask and Answer Questions Characters</p> <p>Lessons 6-10 Characters Synthesizing Text Features Evaluating Ideas and Support</p> <p>Lessons 11-15 Text organization (chronological order) Summarizing Content Area Words</p>	<p>Lessons 1-5 Quotation marks Commas in quotations Compound Sentences</p> <p>Lessons 6-10 Days of the week, months, holidays, verbs in the present, using proper nouns</p> <p>Lessons 11-15 Abbreviations for Titles for People, Days, Months, Places Verbs in Present, Past, and Future</p>	<p>Lessons 1-5 Priming the students Reading the Text Prewriting: Character Traits</p> <p>Lessons 6-10 Prewriting: Identifying the Central Idea Drafting: Elements of Informational Text Completing the Draft Revising</p> <p>Lessons 11-15 Revising: Strengthening Connections Editing: Peer Proofreading Publishing: Final Copy Sharing a Personal Essay</p>
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]	<i>What's Good To Read</i> <i>Seed By Seed</i> <i>Going Places</i> <i>Writing Focal Text: Stand Tall, Molly Lou Melon</i>	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]	<i>Wilma Rudolph: Against All Odds</i> <i>Great Leaders</i> <i>My Dream Playground</i> <i>Writing Focal Text: Stand Tall, Molly Lou Melon</i>	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]	<i>Whoosh!</i> <i>Who Are Government Leaders?</i> <i>Thomas Edison and the Lightbulb</i> <i>Writing Focal Text: Stand Tall, Molly Lou Melon</i>	Weekly Assessment

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

MSD of Pike Township Reading Curriculum Map - Grade 2

Module 6	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.4.4 [83] 2.RF.4.6 [88]	2.RV.2.2 [84] 2.RV.2.4 [89] 2.RV.2.5 [93] <i>2.RV.3.1 [95]</i>	<i>2.RL.3.2 [85]</i> 2.RN.2.1 [90] 2.RN.2.3 [94] 2.RN.3.1 [96] 2.RN.3.2 [97]	2.W.6.1.a [86] 2.W.6.1.b [91]	2.W.3.3 [87] 2.W.4 [92]
Essential Skills: SWBAT (Students will be able to...) <i>Underlined</i> skills are important skills that are assessed on the module assessment.	Recognize and read common high-frequency and irregularly spelled sight words. Recognize and read abbreviations by sight. <u>Read multi-syllabic words composed of roots, prefixes and suffixes.</u>	<u>Identify relationships among words (homophones) in a text.</u> <u>Identify and recognize that an affix (-er and -ing) can change the meaning of a root word.</u> <u>Recognize that an author uses words to provide rhythm and meaning.</u>	<u>Identify differences in the points of view of characters.</u> <u>Describe how scientific ideas are connected in a nonfiction text.</u> <u>Describe how steps in a process or procedure are connected in a nonfiction text.</u> <u>Describe how text features are used in a nonfiction text.</u> Explain how text features contribute to the understanding of the text. Identify a nonfiction text written to describe a procedure. <u>Identify a nonfiction text written to show a cause and effect relationship.</u>	Use pronouns to show ownership. Write sentences with personal pronouns. Understand the functions of different types of verbs in sentences.	Develop topics for stories, <u>poems</u> , and other narrative purposes. Write a beginning for a narrative. <u>Use details to describes actions, thoughts, and feelings in my writing.</u> Apply the writing process.
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	<p>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</p> <p>Lessons 6-10 Phonics: Prefixes dis; HFW: anything, change, children, gone, good, notice, now, page, since, woman Fluency: Reading rate</p> <p>Lessons 11-15 Phonics: R-controlled vowel HFW: body, color, dark, hard, hour, large, part, started, warm, was Fluency: Phrasing</p>	<p>Lessons 1-5 accurate, boast, chief, clings, damage, excess, funnel, hazy, occur, pellets, predict, ruin, toasty, tough Suffixes: -er, -est Homophones</p> <p>Lessons 6-10 advantages, average, depends, develop, flash, front, gusts, hovers, impressed, joined, layer, particles, supplies, visible Prefixes: un-, re-</p> <p>Lessons 11-15 covers, creep, dimmer, drain, glide, hemisphere, produce, rumble, shimmering, slather, slithering, splatter, squirm, substance Inflections: -ed, -ing</p>	<p>Lessons 1-5 Text features Point of view Make inferences Text organization</p> <p>Lessons 6-10 Content-area words Make connections Point of view Evaluate Text features</p> <p>Lessons 11-15 Text features Ask and answer questions Elements of poetry Cause and effect</p>	<p>Lessons 1-5 Pronouns: subject, object, reflexive, and possessive</p> <p>Lessons 6-10 Subject/verb agreement, pronouns, verbs, abbreviations</p> <p>Lessons 11-15 Using am, is, are, was, and were Using the verb form of be Quotation marks</p>	<p>Lessons 1-5 Priming the students/text Vocabulary Prewriting</p> <p>Lessons 6-10 Prewriting Drafting Revising: integrating sensory details Conferencing</p> <p>Lessons 11-15 Revising: first person point of view Editing: peer proofreading Publishing/sharing</p>
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	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]	<i>Weather Through The Seasons</i> <i>Freddy the Frogcaster</i> <i>Wild Weather</i> <i>Writing Focal Text: When The Moon Is Full</i>	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]	<i>The Story of Snow</i> <i>Cloudette</i> <i>Get Read for Weather</i> <i>Writing Focal Text: When The Moon Is Full</i>	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]	<i>Fall Leaves</i> <i>Whatever the Weather</i> <i>Rain Cloud in a Jar (Online Ed Video)</i> <i>Writing Focal Text: When The Moon Is Full</i>	Weekly Assessment

MSD of Pike Township Reading Curriculum Map - Grade 2

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

MSD of Pike Township Reading Curriculum Map - Grade 2

Module 7	Foundations	Vocabulary	Reading	Language	Writing
<p>Priority Standards</p> <p>Bolded standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	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]
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	Spell words with short and long vowel sounds, r-controlled vowels, and consonant blend patterns.	<p><u>Read multi-syllabic words with prefixes.</u></p> <p><u>Read multi-syllabic words with suffixes.</u></p> <p><u>Use a known root word as a clue to the meaning of an unknown word with the same root.</u></p> <p>Identify when an affix is added to a known word.</p>	<p>Identify what the author answers in a nonfiction text.</p> <p>Identify what the author explains or describes in a nonfiction text.</p> <p>Describe how historical events are connected in a nonfiction text.</p> <p><u>Describe how an author uses facts to support specific points in a nonfiction text.</u></p> <p><u>Identify the main (central) idea of a multiparagraph nonfiction text.</u></p> <p>Identify the topic of each paragraph in a nonfiction text.</p>	<p><u>Use commas in greetings, closings of letters, dates, and to separate items in a series.</u></p> <p>Use adjectives to describe a noun in a sentence.</p> <p>Use adverbs to describe actions in a sentence.</p>	<p>Develop topics for stories, or poems, and other narrative purposes.</p> <p>Write a beginning for a narrative.</p> <p>Use words to signal event order.</p> <p>Use details to describe actions, thoughts, and feelings in my writing.</p> <p>Write an ending for a narrative.</p> <p>Apply the writing process.</p>
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	<u>Imaginative Story</u> 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	<p>Lessons 1-5 R-controlled vowels: or, ore</p> <p>Lessons 6-10 R-controlled vowels, er, ir, ur Vowel patterns; air, are, ear</p> <p>Lessons 11-15 Phonics: vowel team oo; Multisyllabic words: oo</p>	<p>Lessons 1-5 approached, communicate, deal, display, figured, hiring, motioned, otherwise, pledge, potential, retire, selfless, series, smudge Suffixes -ful, -less Shades of meaning</p> <p>Lessons 6-10 arrange, ashamed, attended, current, elders, immigrant, overflowing, pride, settled, soared Prefix: pre-</p> <p>Lessons 11-15 compound words, aching, allowed, alone, briskly, dared, deserved, frigid, gripped, gushed, lend, reminding, secret, starlit, whir Compound words</p>	<p>Lessons 1-5 Text organization: ideas and support</p> <p>Lessons 6-10 Text organization Central idea</p> <p>Lessons 11-15 Central idea, setting, ideas and support</p>	<p>Lessons 1-5 Commas, dates, places, parts of a letter, irregular verbs</p> <p>Lessons 6-10 Commas in a series of nouns and verbs, pronouns</p> <p>Lessons 11-15 Adjectives and adverbs-how things look, feel, and sound</p>	<p>Lessons 1-5 Imaginative stories-priming the students/text Vocabulary Prewriting</p> <p>Lessons 6-10 Prewriting and drafting: elements of a narrative Revising Conferencing: integrating dialogue</p> <p>Lessons 11-15 Editing: formatting dialogue Publishing/sharing</p>
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	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]	<i>Get to Know Biographies</i> <i>Miss Moore Thought Otherwise</i> <i>I Am Helen Keller</i> <i>Writing Focal Text: How I Became a Pirate</i>	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]	<i>The Camping Trip That Changed America</i> <i>How to Make a Timeline</i> <i>The Stories He Tells</i> <i>Writing Focal Text: How I Became a Pirate</i>	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]	<i>Molly, by Golly!</i> <i>Drum Dream Girl</i> <i>Robert Clements (Online Ed Video)</i> <i>Writing Focal Text: How I Became a Pirate</i>	Weekly Assessment

MSD of Pike Township Reading Curriculum Map - Grade 2

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

MSD of Pike Township Reading Curriculum Map - Grade 2

Module 8	Foundations	Vocabulary	Reading	Language	Writing
<p><u>Priority Standards</u></p> <p>Bolded standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>2.RF.4.2 [114] 2.RF.4.3 [119]</p>	<p>2.RV.2.4 [115] <i>2.RV.2.5 [120]</i></p>	<p>2.RN.2.3 [116] 2.RN.3.1 [121] 2.RN.3.2 [124] <i>2.RL.2.3 [125]</i> 2.RL.4.1 [126]</p>	<p>2.W.6.1.c [117] 2.W.6.1.b [122]</p>	<p>2.W.4 [118] 2.W.3.2 [123]</p>
<p><u>Essential Skills: SWBAT</u> (Students will be able to...)</p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p>Decode two-syllable words with the VV pattern.</p> <p>Read short and long vowel one-syllable words.</p> <p><u>Read multi-syllabic words with prefixes.</u></p> <p>Read common high-frequency sight words.</p> <p>Read irregularly spelled high-frequency sight words</p>	<p><u>Use a known root word as a clue to the meaning of an unknown word with the same root.</u></p> <p><u>Identify when an affix is added to a known word.</u></p> <p>Use reference materials to determine the meaning of words or phrases.</p>	<p><u>Describe how steps in a process or procedure are connected in a nonfiction text.</u></p> <p><u>Identify a nonfiction text written to show a cause and effect relationship.</u></p> <p><u>Describe how characters in a story respond to major events and challenges.</u></p> <p><u>Describe the plot (conflict) of a story.</u></p> <p>Describe how the beginning introduces what will happen in the story.</p> <p><u>Describe how the ending includes solving the problem in the story.</u></p> <p>Use the illustrations and details to describe characters, setting, and plot in a story.</p> <p>Describe how scientific ideas are connected in a nonfiction text.</p> <p>Explain how text features contribute to the understanding of the text.</p>	<p>Use adjectives to describe a noun in a sentence.</p> <p>Write sentences that use past tense irregular verbs.</p> <p>Understand the functions of different types of verbs in sentences.</p> <p>Show when actions happen by changing the verb in my sentence.</p>	<p><u>Write a paragraph or paragraphs on a topic to explain the steps in a procedure.</u></p> <p>Include an introduction, details, and conclusion in my writing.</p> <p>Apply the writing process.</p>
Topics	<p>Vowel Patterns: oo, ear, eer Vowel teams: ou, ow Diphthongs: oy, oi Multi-syllabic words</p>	<p>Inflection: -s, -es Prefix: mis-, dis- Action and direction words Classify and categorize</p>	<p>Text Features Evaluate Text Organization (Cause and Effect) Characters Retell Story Structure</p>	<p>Adjectives: -er, -est Irregular verbs</p>	<p>Procedural Text Prompt: Write the steps to complete an activity. Describe the activity in a paragraph and write steps in a list.</p>

MSD of Pike Township Reading Curriculum Map - Grade 2

Module 8	Foundations	Vocabulary	Reading	Language	Writing
Lesson Content	<p>Lessons 1-5 Phonics: Vowel patterns: /oo/; multisyllabic words: /oo/ HFW: about, floor, food, group, knew, music, room, school, soon, through Fluency: Reading rate</p> <p>Lessons 6-10 Phonics: Vowel teams: ou, ow; diphthongs oy, oi HFW: boys, brown, found, house, listen, oil, point, sound, town, voice Fluency: Expression</p> <p>Lessons 11-15 Phonics: Vowel pattern: short o, ear, eer HFW: also, ball, call, could, every, near, talk, tall, would, year Fluency: Phrasing</p>	<p>Lessons 1-5 fuels, lumber, mature, minerals, moisten, process, provides, rise, scales, seedlings, spiky, sprout, trapping, winged Inflections: -s, -es</p> <p>Lessons 6-10 adorable, cleared, faithful, glanced, hauling, longed, oversized, plenty, remained, seeking, swipe, whacked, whimpered Prefix: mis-</p> <p>Lessons 11-15 attack, barely, extra, loosen, nasty, poke, prickles, replaced, sensitive, sharp, signed, thorns, traveled, vitamins Prefix: dis-</p>	<p>Lessons 1-5 Text features Evaluate Text organization Research: choose and use sources</p> <p>Lessons 6-10 Characters Retell Story structure Make connections</p> <p>Lessons 11-15 Story structure Synthesize Text organization Cause and effect</p>	<p>Lessons 1-5 Telling how many Adjectives: -er, -est Subject/verb agreement</p> <p>Lessons 6-10 Have, has, had, do, does, did Irregular verbs</p> <p>Lessons 11-15 Action verbs: say, eat, run, sit, hide, tell give, take, see, go, present and past Irregular verbs</p>	<p>Lessons 1-5 Priming the students/text Vocab Prewriting: procedural text</p> <p>Lessons 6-10 Prewriting Drafting: steps in the process Revising</p> <p>Lessons 11-15 Revising: parallel structure Editing: peer proofreading Publishing Sharing</p>
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	April 5-9	Lessons 1-5	2.SL.2.1, 2.SL.2.3, 2.RF.5, 2.RV.1, 2.W.6.2.c, 2.W.5, 2.W.4, 2.RN.2.2, 2.RN.3.3 [127]	<i>The Growth of a Sunflower</i> <i>From Seed to Pine Tree</i> <i>Plant Needs to Grow</i> <i>Writing Focal Text: From Seed to Plant</i>	Weekly Assessment
Week 2	April 12-16	Lessons 6-10	2.RF.5, 2.RL.2.1, 2.RL.2.2, 2.RL.3.1, 2.RL.4.2, 2.W.1, 2.W.4, 2.W.6.2.c [128]	<i>The Legend of the Indian Paintbrush</i> <i>Jack and the Beanstalk</i> <i>Jackie and the Beanstalk</i> <i>Writing Focal Text: From Seed to Plant</i>	Weekly Assessment

MSD of Pike Township Reading Curriculum Map - Grade 2

Module 8	<u>Foundations</u>	<u>Vocabulary</u>	<u>Reading</u>	<u>Language</u>	<u>Writing</u>
Week 3	April 19-23	Lessons 11-15	2.RF.4.4, 2.RF.5, 2.RL.3.1, 2.RV.1, 2.ML.1, 2.ML.2.1, 2.W.6.2.c [129]	<i>The Patchwork Garden</i> <i>Don't Touch Me!</i> <i>George Washington Carver</i> <i>(Online Ed Video)</i> <i>Writing Focal Text: From Seed to Plant</i>	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
<p>Priority Standards</p> <p>Bolded standards are important grade level standards in this module.</p> <p><i>Italicized</i> standards indicate that this is the last time assessed and, therefore, mastery is expected.</p>	<p>2.RF.4.2 [130] 2.RF.4.6 [135]</p>	<p>2.RV.2.1 [131] 2.RV.3.1 [136]</p>	<p>2.RN.2.3 [132] 2.RN.3.1 [137] 2.RN.4.1 [140]</p>	<p>2.W.6.2.b [133] 2.W.6.1.c [138]</p>	<p>2.W.5 [134] 2.W.4 [139] 2.W.3.2 [141]</p>
<p>Essential Skills: SWBAT (Students will be able to...)</p> <p><u>Underlined</u> skills are important skills that are assessed on the module assessment.</p>	<p>Read multisyllabic words with contractions.</p> <p><u>Read multi-syllabic words with prefixes.</u></p> <p>Read common high-frequency sight words.</p> <p>Read irregularly spelled high-frequency sight words.</p> <p><u>Decode two-syllable words in six major syllable patterns.</u></p>	<p>Use context clues (word or sentence clues) to determine the meaning of an unknown word.</p> <p><u>Recognize that authors use words (i.e. idioms, repeating lines) to provide rhythm and meaning.</u></p>	<p><u>Identify the order of events in a text.</u></p> <p>Describe how text features are used in a nonfiction text.</p> <p><u>Explain how text features contribute to the understanding of the text.</u></p> <p><u>Describe how an author uses facts to support specific points in a nonfiction text.</u></p> <p>Describe how scientific ideas are connected in a nonfiction text.</p> <p>Describe how steps in a process or procedure are connected in a nonfiction text.</p>	<p><u>Use an apostrophe to make a contraction and show ownership.</u></p> <p>Use adjectives to describe a noun in a sentence.</p> <p>Use adverbs to describe actions in a sentence.</p>	<p>Conduct research on a topic.</p> <p>Find information on my topic.</p> <p><u>Organize, summarize, and present the information in a variety of formats.</u></p> <p>Apply the writing process.</p>
<p>Topics</p>	<p>Multisyllabic Words: Prefix, pre-, un-, mis- Three letter blends Compound Words</p>	<p>Nouns - words that name places Context clues</p>	<p>Figurative Language Text Organization Digital Sources</p>	<p>Contractions Adjectives Adverbs</p>	<p><u>Research Report</u> Prompt: Write about an animal and its special relationship with others. Research the relationship and write about it.</p>

Lesson Content	<p>Lessons 1-5 Phonics: Prefix pre-; multisyllabic words HFW: everyone, everything, himself, maybe, nothing, outside, some, someone, sometimes, without Fluency: Phrasing</p> <p>Lessons 6-10 Phonics: Three letter blends; contractions HFW: couldn't, don't, however, I'll, live, put, should, that's, very, you're Fluency: Expression</p> <p>Lessons 11-15 Phonics: Consonant: le, the soft /ge/, /dge/ HFW: above, again, along, myself, once, piece, something, table, they, wanted Fluency: Intonation</p>	<p>Lessons 1-5 adjusting, coast, crouches, flock, generations, harsh, mingles, pieced, prances, preserving, role, route, trills, wobbly</p> <p>Lessons 6-10 attached, crack, hide, permanent, prepare, pronounced, romped, separate, sheltered, surface, weary, wildlife, wit, wraps Prefix: mis-</p> <p>Lessons 11-15 arrive, boisterous, growled, grumpy, joking, offered, remarkable, routines, shrugged, stoked, stubborn, surrounding, thickets, tucked Prefix: pre-</p>	<p>Lessons 1-5 Text organization Figurative language Ideas and support</p> <p>Lessons 6-10 Create mental images Text features Elements of poetry Text organization</p> <p>Lessons 11-15 Figurative language Chronological order</p>	<p>Lessons 1-5 Contractions with not, pronouns Forming contractions</p> <p>Lessons 6-10 Adverbs that tell how, when, and where Adjectives and adverbs</p> <p>Lessons 11-15 Nouns ending with 's Forming possessive nouns Contractions</p>	<p>Lessons 1-5 Research report Priming the students/text Vocabulary</p> <p>Lessons 6-10 Prewriting: conducting research Drafting Revising: integrating compound sentences</p> <p>Lessons 11-15 Revising: sentence structure Editing Publishing Sharing</p>
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]	<i>The Best Habitat for Me</i> <i>Nature's Patchwork Quilt</i> <i>The Long, Long Journey</i> <i>Writing Focal Text: The Great Kapok Tree</i>	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]	<i>Kali's Story: An Orphaned Polar Bear Rescue</i> <i>Sea Otter Pups</i> <i>At Home in the Wild</i> <i>Writing Focal Text: The Great Kapok Tree</i>	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]	<i>Out of the Woods</i> <i>Abuelo and the Three Bears</i> <i>Ducklings Jump from Nest (Online Ed Video)</i> <i>Writing Focal Text: The Great Kapok Tree</i>	Weekly Assessment

Week 4	May 24-25	Remediation/Enrichment	As Needed	Writing Focal Text: The Great Kapok Tree Revisit Texts Use Additional Resources	Required Module Assessment
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English Language Arts: Grade 2

READING

Guiding Principle: 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	
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	

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

Phonics	
2.RF.4.1	<i>Students <u>are expected</u> to build upon and continue applying concepts learned previously.</i> <i>1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <u>ai</u>) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i>
2.RF.4.2	Use knowledge of the six major syllable patterns (CVC, <u>CVr</u> , V, VV, <u>VCe</u> , <u>Cle</u>) to decode two-syllable words, independent of context.
2.RF.4.3	<u>Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</u>
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.). <i>Further guidance for support will be provided in the Literacy Framework.</i>
2.RF.4.5	Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock). <i>Further guidance for support will be provided in the Literacy Framework.</i>
2.RF.4.6	Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sister's), and compound words.

Reading: Literature	
There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.	
Learning Outcome	
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.
Structural Elements and Organization	

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.3.2	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, 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, <u>time periods</u> , or cultures from around the world.

Reading: Nonfiction	
There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.	
Learning Outcome	
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 as 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 <u>multiparagraph</u> 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.
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 <u>can be structured</u> 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	sisters), and compound words. <i>Further guidance for support will be provided in the Literacy Framework.</i>
Fluency	
2.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
Learning Outcome	
2.RV.1	Use words, phrases, and strategies acquired through conversations, reading and <u>being read</u> 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	<i>Standard begins at sixth grade.</i> 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 <u>added</u> to a known word. <i>Further guidance for support will be provided in the Literacy Framework.</i>
2.RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
Vocabulary in Literature and Nonfiction Texts	

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.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	<i>Standard begins at third grade.</i> 3.RV.3.3: Recognize the meanings of idioms in context.

SPEAKING AND LISTENING

Guiding Principle: 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 Outcome	
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	<i>Standard begins in third grade.</i> 3.SL.2.2: 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

2.RN.4.2	Compare and contrast the most important points presented by two texts on the same topic.
2.RN.4.3	<i>Standard begins at sixth grade.</i> 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.

WRITING

Guiding Principle: 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 <u>time frames</u> 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	<i>Students are expected to build upon and continue applying concepts learned previously.</i> 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 – <ul style="list-style-type: none"> ● 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 Writing Process	
2.W.4	Apply the writing process to – <ul style="list-style-type: none"> ● 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 Research Process: Finding, Assessing, Synthesizing, and Reporting Information	
2.W.5	With support, conduct short research on a topic. <ul style="list-style-type: none"> ● 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.
Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
2.W.6.1	Demonstrate command of English grammar and usage, focusing on: <p>2.W.6.1a Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p> <p>2.W.6.1b Verbs –</p>

	<ul style="list-style-type: none"> ● 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. <p>2.W.6.1c Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.</p> <p>2.W.6.1d Prepositions – <i>Standard begins at fourth grade.</i> 4.W.6.1d: Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p> <p>2.W.6.1e Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and</p>
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Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
2.ML.1	Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.
Media Literacy	
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	<i>Standard begins in fifth grade.</i> <i>5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.</i>

exclamatory sentences.

Demonstrate command of capitalization, punctuation, and spelling, focusing on:
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.
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.
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.

Building Principle: Students transition from “learning to read” to “reading to learn.” Students develop and apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in several 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, draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

E	<p>RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS Develop, build, and apply knowledge of foundational reading skills</p>
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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.

In Reading: Nonfiction, students are expected to do the following:

FEATURES AND STRUCTURES	RN.3: FEATURES AND STRUCTURES Text, using knowledge of text features, Structures, and author's perspective			
	KINDERGARTEN GRADE 1	GRADE 2	GRADE 3	GRADE 4
FEATURES AND STRUCTURES	<p>K.RN.3.1 Identify text features such as title, author, illustrations, and describe the relationship between those features and the text in which they</p> <p>K.RN.3.2 Recognize text features and structures that can be structured to indicate</p>	<p>L.RN.3.1 Know and use text features (e.g., table of contents, glossary, illustrations) to locate key facts or information in a text.</p> <p>L.RN.3.2 Identify how a text is structured to indicate</p>	<p>L.RN.3.3 Apply text features to locate information having meaning from a text (e.g., glossary, charts, diagrams).</p> <p>L.RN.3.4 Apply text features to locate information having meaning from a text (e.g., glossary, charts, diagrams).</p>	<p>S.RN.3.1 Apply text features to locate information in multiple texts to locate information having meaning from text or solve a problem.</p> <p>S.RN.3.2 Compare organizational structures, concepts, or information in two texts.</p>
	<p>RN.3.3 Identify the author's point of view or purpose in a text and analyze how that point of view or purpose is conveyed.</p>	<p>L.RN.3.3 Identify how the author's point of view or purpose is conveyed in a text.</p> <p>L.RN.3.4 Identify the author's point of view or purpose in a text and analyze how that point of view or purpose is conveyed.</p>	<p>L.RN.3.5 Distinguish how the author's point of view or purpose is conveyed in a text.</p> <p>L.RN.3.6 Compare and contrast the author's point of view or purpose in two texts.</p>	<p>S.RN.3.3 Analyze multiple accounts of the same event or topic in order to analyze how the point of view or purpose is conveyed.</p>

	L.A.1.A.1 Learners begins at sixth grade	L.A.1.A.2 Learners begins at sixth grade	L.A.1.A.3 Learners begins at sixth grade	L.A.1.A.4 Learners begins at sixth grade	L.A.1.A.5 Learners begins at sixth grade
Reading: Vocabulary There are two key areas for Reading: Vocabulary section for grades K-5; Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By deconstructing the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.					
In Reading: Vocabulary, students are expected to do the following:					
RV.1-LEARNING OUTCOME FOR READING VOCABULARY Build and apply vocabulary using various strategies and sources					
LEARNING OUTCOME	GRADE K-5	GRADE 6-8	GRADE 9-12	GRADE 13-16	GRADE 17-18
RV.1.A.1 Use words, phrases, and strategies to determine the meaning of words and phrases, and use the meaning of words and phrases in conversations, reading and responding to literature and nonfiction texts to build and apply vocabulary	RV.1.A.1 Use words, phrases, and strategies to determine the meaning of words and phrases, and use the meaning of words and phrases in conversations, reading and responding to literature and nonfiction texts to build and apply vocabulary	RV.1.A.1 Use words, phrases, and strategies to determine the meaning of words and phrases, and use the meaning of words and phrases in conversations, reading and responding to literature and nonfiction texts to build and apply vocabulary	RV.1.A.1 Build and use accurately general academic, content specific academic, and content specific words and phrases	RV.1.A.1 Build and use accurately general academic, content specific academic, and content specific words and phrases	RV.1.A.1 Build and use accurately general academic, content specific academic, and content specific words and phrases

Guiding Principle: Students develop and 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 experiment with different modes of writing to develop their craft and hone their skills as writers. Students conduct simple research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize information and data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.⁵

Note: The teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education

MANIPULATIVE					
3.W.2.1: Write by moving from left to right and top to bottom.	3.W.2.1: Students are expected to build upon and continue applying concepts learned previously.	3.W.2.2: Students are expected to build upon and continue applying concepts learned previously.	3.W.2.2: Students are expected to build upon and continue applying concepts learned previously.	4.W.2.1: Students are expected to build upon and continue applying concepts learned previously.	3.W.2.2: Students are expected to build upon and continue applying concepts learned previously.

INFORMATIVE	A.W.1.2. write formal and pictures to develop a main idea and provide some information about a topic	A.W.2.2. Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	A.W.3.2. write informative compositions on a variety of topics that	A.W.4.2. write informative compositions on a variety of topics that	A.W.5.2. write informative compositions on a variety of topics that
			<ul style="list-style-type: none"> • Write the topic, develop paragraph with a clear main idea • Provide supporting paragraph with topic and group related information together 	<ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea • Provide supporting paragraph with topic and summary sentences • Provide facts, specific details, and examples from various sources and lists to support ideas and extend explanation • Connect ideas within and across paragraphs • Use text features (e.g., punctuation, graphics) when useful to aid comprehension. 	<ul style="list-style-type: none"> • Introduce a topic, provide background, and organize information logically, using organizational patterns that form the basis of paragraphs • Emphasize important concepts, facts, examples, or other information from various sources and lists to give clear support for the topic • Connect ideas within and across paragraphs using transition words (e.g., "therefore," in addition). • Use text features (e.g., punctuation, graphics) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning for effect, and to suggest a tone and formality appropriate to the topic

Guiding Principle: 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.²¹

Listening.

K.S.1.2: Standard begins in third grade.	L.S.1.2: Standard begins in third grade.	S.S.1.2: Standard begins in third grade.	4.S.1.2: Explore ideas under discussion by drawing on readings and other information.	4.S.1.2: Explore ideas under discussion by drawing on readings and other information.	5.S.1.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
K.S.1.3: Listen to others, take turns speaking about the topic and add one's own ideas to a small group discussion or task.	L.S.1.3: Listen to others, take turns speaking about the topic, and add one's own ideas to a small group discussion or task.	S.S.1.3: Listen to others, take turns speaking about the topic and one's own ideas to a small group discussion or task.	4.S.1.3: Demonstrate knowledge and use of agreed-upon rules for discussions and identify and give roles for small group discussions or projects.	4.S.1.3: Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.	5.S.1.3: Establish and follow agreed-upon rules for discussions and carry out assigned roles.
K.S.1.4: Ask questions	L.S.1.4: Ask questions	S.S.1.4: Ask for	4.S.1.4: Ask questions	4.S.1.4: Pose and	5.S.1.4: Pose and

[illegible]

SL4- PRESENTATION OF KNOWLEDGE AND IDEAS					
Develop and apply speaking skills to communicate ideas effectively in a variety of situations					
KINDERGARTEN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<p>SL.4.K.1. Speaking appropriately, using clear, rhythmic and song, and using appropriate tone of voice to describe family and people, places, things, and events and, with support, provide additional details.</p>	<p>SL.4.1. Speaking appropriately, using appropriate language, tone of voice, and clear, rhythmic and song, and using appropriate tone of voice to describe family and people, places, things, and events and, with support, provide additional details.</p>	<p>SL.4.2. Using appropriate language, tone of voice, and clear, rhythmic and song, and using appropriate tone of voice to describe family and people, places, things, and events and, with support, provide additional details.</p>	<p>SL.4.3. Using appropriate language, tone of voice, and clear, rhythmic and song, and using appropriate tone of voice to describe family and people, places, things, and events and, with support, provide additional details.</p>	<p>SL.4.4. Using appropriate language, tone of voice, and clear, rhythmic and song, and using appropriate tone of voice to describe family and people, places, things, and events and, with support, provide additional details.</p>	<p>SL.4.5. Using appropriate language, tone of voice, and clear, rhythmic and song, and using appropriate tone of voice to describe family and people, places, things, and events and, with support, provide additional details.</p>

[illegible]

- [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).
- 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).
- Provide details to describe actions, thoughts, and feelings.
- 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.

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

- 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.

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.

"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."

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

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

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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.

[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.
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[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.

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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.
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[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 –

- 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 –

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[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.

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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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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.

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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.

"2.W.6.2c: Spelling –

- Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
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- Correctly spelling common irregularly-spelled grade-appropriate high frequency words."

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

- Find information on a topic of interest (e.g., cardinals).
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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.

[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.

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

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

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.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.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."

[130] 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.

[131] 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.

[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.
- 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."

[134] "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"

[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 –

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[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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