

STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ CONTENT	PRIORITY
READING: FOUNDATIONS				
<p>Learning Outcome 3.R.F.1: <i>Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency, and comprehension) to build foundational reading skills</i></p>				
PRINT CONCEPTS				
<p>2.RF.2.3: (1) Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p> <p><i>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i></p>	<ul style="list-style-type: none"> Identify who the sentence is about and what they are doing. Locate first capital and ending punctuation. 	<ul style="list-style-type: none"> Anecdotal notes Observation 	<ul style="list-style-type: none"> Sentence Capitalization Punctuation 	
PHONOLOGICAL AWARENESS				
<p>2.RF.3.1: (1) Identify and produce rhyming words.</p> <p><i>K.RF.3.1 Identify and produce rhyming words.</i></p>	<ul style="list-style-type: none"> Distinguish words that rhyme. Produce pairs of rhyming words. 		<ul style="list-style-type: none"> Rhyme 	
<p>2.RF.3.2: (1) Blend sounds, including consonant blends, to produce single- and multi-syllable words.</p> <p><i>1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i></p>	<ul style="list-style-type: none"> Point out initial consonant digraphs and blends. (sh, ch, th, wh) (pl, sl, bl, cr, cl, fl, fr, br, gr, gl, pr, tr, dr) Name words with similar blends. 	<ul style="list-style-type: none"> DWKI Assessment Word study tests Classroom observation Anecdotal notes 	<ul style="list-style-type: none"> Consonant sounds Consonant blends Multi-syllable words Syllable Recognize Word family 	
PHONICS				

<p>2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V,W, Vce, Cle) to decode two-syllable words, independent of context.</p>	<ul style="list-style-type: none"> ● Find and read words with syllable patterns (CVC, CVCe) using short a long a short and long i. 	<ul style="list-style-type: none"> ● DWKI Assessment ● Word study tests ● Classroom observation ● Anecdotal notes 	<ul style="list-style-type: none"> ● Syllable patterns ● Long vowel ● Short vowel ● recognize ● Syllable 	
<p>2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> ● Find and read words with syllable patterns (CVC, CVCe) using short a long a short and long i. 	<ul style="list-style-type: none"> ● DWKI Assessment ● Word study tests ● Classroom observation ● Anecdotal notes 	<ul style="list-style-type: none"> ● Short vowel ● Long vowel ● One Syllable words ● Word family 	<p>Critical</p>
<p>2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).</p>	<ul style="list-style-type: none"> ● Find and read words that use common word families (long and short a and i etc.). 	<ul style="list-style-type: none"> ● DWKI Assessment ● Word study tests ● Classroom observation ● Anecdotal notes 	<ul style="list-style-type: none"> ● Syllable patterns ● Two syllable words ● Word families ● Recognize ● Word family ● Unfamiliar 	
<p>2.RF.4.6: Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives</p>	<ul style="list-style-type: none"> ● Find and read words with syllable patterns (CVC, CVCe, CVVC) using short o and long o, a, u, and e. 	<ul style="list-style-type: none"> ● Word study tests ● Spelling inventory ● Writing conferences ● Writing journals 	<ul style="list-style-type: none"> ● Root word ● Prefix ● Suffix ● Contraction ● Possessive 	
<p>FLUENCY</p>				
<p>2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level</p>	<ul style="list-style-type: none"> ● Read grade level appropriate text smoothly and accurately. ● Use punctuation to guide phrasing and expression 	<ul style="list-style-type: none"> ● F&P/Scholastic Benchmarking ● Progress monitoring running records ● Anecdotal notes ● Reading conferences 	<ul style="list-style-type: none"> ● Grade-level text ● Comprehension ● Expression ● Fluency ● Text ● Accurately ● Phrasing ● Punctuation 	

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 TEXTURAL SUPPORT

<p>2.RL.2.1: Ask and answer questions (eg., 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.</p>	<ul style="list-style-type: none"> ● Ask questions about story elements. ● Answer questions about story elements. ● Identify the main idea of the text. ● Identify key details to support text. 	<ul style="list-style-type: none"> ● F&P/Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Events ● Main idea ● Key details ● Sequence ● Summarize ● Character ● Dialogue ● identify ● Lesson/Moral ● Recount ● Setting ● Time Period ● Plot 	<p>Critical</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Retell the beginning, middle and end of stories. ● Identify the moral or lesson in fables and folktales. ● Discuss simple phrases in languages other than English. ● Define the features of fables and folktales. ● Compare how these stories differ from other texts. ● 	<ul style="list-style-type: none"> ● F&P/Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Beginning ● Middle ● End ● Folktales ● Fables ● Lesson ● Moral ● Culture ● Message/Moral ● Plot ● Recount 	<p>Critical</p>
<p>2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.</p>	<ul style="list-style-type: none"> ● Identify characters in the story. ● Infer how a character is feeling by their words and actions 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers 	<ul style="list-style-type: none"> ● Major events ● Plot ● Characters ● Dialogue ● Describe ● 	<p>Critical</p>

		<ul style="list-style-type: none"> ● Progress monitoring running records 		
STRUCTURAL ELEMENTS and ORGANIZATION				
<p>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.</p>	<ul style="list-style-type: none"> ● Identify the main idea of the text. ● Retell the story in story order using temporal words. ● Identify details to support why events happen in the story. ● Explain how the beginning of a story introduces the middle. ● Explain how the middle of the story affects the end of a story. ● Retell the main events of a story, beginning, middle and end. 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Overall structure ● Beginning ● Middle ● Ending 	
SYNTHESIS and CONNECTION of IDEAS				
<p>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.</p>	<ul style="list-style-type: none"> ● Use pictures/illustrations to describe characters, setting and plot of story. 	<ul style="list-style-type: none"> ● F&P/Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Illustration ● Print text ● Digital Text ● Characters ● Setting ● Plot 	

<p>2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.</p>	<ul style="list-style-type: none"> ● Read two versions of the same story from different authors, time periods, or cultures. ● Compare the versions of the stories. ● Contrast the versions of the stories. ● Use a Venn Diagram to compare and contrast two versions of the same story. 	<ul style="list-style-type: none"> ● Scholastic ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Compare ● Contrast ● Time period ● Culture 	
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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.

STRUCTURAL ELEMENTS and ORGANIZATION

<p>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.</p>	<ul style="list-style-type: none"> ● Summarize what was learned through the use of text features in the non-fiction text. ● Share information in small group and partner discussions. ● Distinguish the difference between common text features. ● Support opinions from text by using given text features. 	<ul style="list-style-type: none"> ● F&P/Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Text features ● Table of contents ● Index ● Heading ● Captions ● Labels ● Clarify text ● Key facts ● Text features ● Table of Contents ● Index 	
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<p>2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</p>	<ul style="list-style-type: none"> ● State author’s purpose for writing text. 	<ul style="list-style-type: none"> ● F&P/Scholastic Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers 	<ul style="list-style-type: none"> ● Author ● Explain ● Inform ● Persuade ● Entertain 	
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SYNTHESIS and CONNECTION of IDEAS

<p>2.RN.4.1: Describe how an author uses facts to support specific points in a text.</p>	<ul style="list-style-type: none"> ● Identify the specific point the author makes. ● Identify facts from the text that support the author’s point. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● F&P/Scholastic Benchmarking ● Running records ● Reading conferences 	<ul style="list-style-type: none"> ● Fact ● Support 	
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READING: VOCABULARY

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

VOCABULARY BUILDING

<p>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.</p>	<ul style="list-style-type: none"> ● Use text features to determine the meaning of unknown words. ● Use context clues to determine the meaning of unknown words. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Scholastic Benchmarking ● Running records ● Reading conferences 	<ul style="list-style-type: none"> ● Context Clues ● Text Features ● Unknown Words ● Heading ● Table of Contents ● Glossary ● Labels ● Captions ● Diagrams 	<p>Critical</p>
<p>2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>puzzle, fire</i>).</p>	<ul style="list-style-type: none"> ● Identify synonym pairs. ● Identify antonym pairs. ● Create lists of other known synonyms and antonyms. 	<ul style="list-style-type: none"> ● Class discussion ● Reading conferences 	<ul style="list-style-type: none"> ● Synonym ● Antonym ● Relationships ● Multiple meaning 	

<p>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.</p>	<ul style="list-style-type: none"> ● Apply the meaning of a known root word to understand the meaning of a new word that contains basic prefixes and suffixes (pre, re, un, ly, ful). 	<ul style="list-style-type: none"> ● Classroom discussion ● Creation of class word lists 	<ul style="list-style-type: none"> ● Root words ● Base words ● Affix ● Prefix ● Suffix 	
<p>2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<ul style="list-style-type: none"> ● Use a dictionary to look up meanings of unknown words. ● Use digital tools (dictionaries) to find the meaning of unknown words. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Scholastic Benchmarking ● Running records ● Reading conferences ● DLR 	<ul style="list-style-type: none"> ● Reference material ● Print material ● Digital material ● Clarify meaning 	
<p><i>VOCABULARY in LITERATURE and NONFICTION TEXTS</i></p>				
<p>2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<ul style="list-style-type: none"> ● Use text features to determine the meaning of unknown words. ● Use context clues to determine the meaning of unknown words. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● F&P/Scholastic Benchmarking ● Running records 	<ul style="list-style-type: none"> ● Nonfiction ● Topic ● Subject 	

WRITING				
Learning Outcome				
2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.				
HANDWRITING				
2.W.2.1: Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	<ul style="list-style-type: none"> ● Form letters correctly. ● Space letters and sentences correctly. 	<ul style="list-style-type: none"> ● Classroom Guidance 	<ul style="list-style-type: none"> ● Spacing ● Formation ● Upper case ● Lower case ● Capital 	Critical
WRITING GENRES				
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.	<ul style="list-style-type: none"> ● Write an observational paragraph. ● Provide facts and details. ● Provide a concluding statement. 	<ul style="list-style-type: none"> ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Paragraph ● Topic ● Facts ● Details ● Concluding statement ● Expository 	Critical
2.W.3.3: NARRATIVE 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.	<ul style="list-style-type: none"> ● Write a narrative paragraph. ● Include a beginning. ● Use temporal words to signal event order. ● Use details to describe actions, thoughts and feelings. ● Provide an ending. 	<ul style="list-style-type: none"> ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Develop topics ● Details ● Thoughts ● Ending Paragraph ● Transitional words 	Critical

THE WRITING PROCESS				
<p>2.W.4: Apply the writing process to -</p> <p>a. 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.</p> <p>b. Use available technology to publish legible documents.</p>	<ul style="list-style-type: none"> ● Brainstorm ideas for topics. ● Select topic. ● Complete pre-writing sheet with topics and supporting details. ● Generate draft. ● Edit draft using checklists. <p>Complete corporation writing prompt.</p>	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Writing process ● Draft ● Ideas ● Genre ● Reference materials ● Details ● Sentence structure ● Organization ● Word choice ● Format ● Conventions ● Feedback ● Technology 	
CONVENTIONS of STANDARD ENGLISH: GRAMMAR and USAGE/CAPITALIZATION, PUNCTUATION and SPELLING				
<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>	<ul style="list-style-type: none"> ● Identify and write common nouns in a sentence. ● Identify and write proper nouns in a sentence. 	<ul style="list-style-type: none"> ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Common noun ● Proper noun ● Possessive noun ● Personal pronoun 	Critical
<p>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.</p>	<ul style="list-style-type: none"> ● Identify and write action verbs. 	<ul style="list-style-type: none"> ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Sentences ● Past tense ● Action verbs 	Critical

<p>2.W.6.1c: Adjective/Adverbs- Writing sentences that use adjectives and adverbs.</p>	<ul style="list-style-type: none"> ● Identify and write adjectives. ● Use adjectives to describe nouns. 	<ul style="list-style-type: none"> ● Class word lists ● Classroom assessments ● DLR 	<ul style="list-style-type: none"> ● Adjective 	<p>Critical</p>
<p>2.W.6.1e: Usage- Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<ul style="list-style-type: none"> ● Identify a complete sentence versus a phrase. ● Locate the subject and predicate in a sentence. ● Correctly use period, question mark, and exclamation mark at the end of sentences. ● Identify declarative, interrogative, imperative, and exclamatory sentences in reading. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences ● DLR 	<ul style="list-style-type: none"> ● Simple sentence ● Declarative ● Interrogative ● Imperative ● Exclamatory 	<p>Critical</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Capitalize titles. ● Capitalize months ● Capitalize days of the week ● Capitalize proper nouns. 	<ul style="list-style-type: none"> ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Greeting ● Month ● Days of the week ● Titles ● Initials in names ● Proper nouns 	<p>Critical</p>
<p>2.W.6.2c: Spelling-</p> <p>a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p> <p>b. Generalizing learned spelling patterns (e.g., word families) when writing words.</p>	<ul style="list-style-type: none"> ● Use word wall to spell high frequency words correctly. ● Memorize common word patterns. ● Apply knowledge of known patterns to help in the spelling of new words. 	<ul style="list-style-type: none"> ● DWKI ● DLR ● Classroom writing projects ● Anecdotal notes ● Writing conferences ● Word Study Tests 	<ul style="list-style-type: none"> ● Short vowels ● Long vowels ● Consonant blend ● Word families ● Irregular words ● High frequency 	<p>Critical</p>

<p>c. Correctly spelling common irregularly spelled grade-appropriate high frequency words.</p>				
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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.

COMPREHENSION

<p>2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Determine purpose for listening. ● Restate key ideas from read aloud or presentation. 		<ul style="list-style-type: none"> ● Key ideas ● Details ● Media 	
<p>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.</p>	<ul style="list-style-type: none"> ● Ask questions to gather or clarify information about the speaker's presentation. ● Answer questions about the speaker's presentation. 		<ul style="list-style-type: none"> ● Questions ● Topic ● Issue 	

STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY	
READING: FOUNDATIONS					
<ul style="list-style-type: none"> • Learning Outcome • 3.R.F.1: <i>Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency, and comprehension) to build foundational reading skills</i> 					
PRINT CONCEPTS					
	<p>2.RF.3.3: (1) Add, delete, or substitute sounds to change single-syllable words.</p> <p><i>1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i></p>	<ul style="list-style-type: none"> • Show how words change by adding, deleting, and substituting sounds using manipulatives. 	<ul style="list-style-type: none"> • Word study tests • Spelling inventory/DWKI • Scholastic 	<ul style="list-style-type: none"> • Substitute sounds • One-syllable words 	
Phonological Awareness					
	<p>2.RF.3.5: (1) Segment the individual sounds into one-syllable words.</p>	<ul style="list-style-type: none"> • Identify the individual sounds in one syllable words by listening to the teacher. • Categorize words into word sound groups. • State sounds heard and apply these sounds to new words. 	<ul style="list-style-type: none"> • Word study tests • Spelling inventory/DWKI • Scholastic 	<ul style="list-style-type: none"> • Individual sounds • One syllable words 	

PHONICS					
	2.RF.4.1: (1) Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	<ul style="list-style-type: none"> ● Create word lists of words with similar sounds. ● Categorize words into word sound group. ● Spell words ending in K, ck, ke, k). 	<ul style="list-style-type: none"> ● Word study tests ● Spelling inventory/DWKI ● Scholastic ● DLR 	<ul style="list-style-type: none"> ● Consonants ● Blends ● Digraphs ● R controlled vowels ● Regular words ● Vowel teams 	
	2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V,W, Vce, Cle) to decode two-syllable words, independent of context.	<ul style="list-style-type: none"> ● Find and read words with syllable patterns (CVC, CVCe, CVVC) using short o and long o, a, u, and e. 	<ul style="list-style-type: none"> ● Word study tests ● Spelling inventory/DWKI ● Scholastic ● DLR 	<ul style="list-style-type: none"> ● Syllable patterns ● Two syllable words 	Critical
	2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	<ul style="list-style-type: none"> ● Find and read words with syllable patterns (CVC, CVCe) using short a long a short and long i. 	<ul style="list-style-type: none"> ● DWKI Assessment ● Word study tests ● Classroom observation ● Anecdotal notes 	<ul style="list-style-type: none"> ● Short vowels ● Long vowels ● One Syllable words 	Critical
	2.RF.4.6: * Read multisyllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.	<ul style="list-style-type: none"> ● Identify basic prefixes and suffixes (re, pre, un, ful, ly) and how they change the meaning of the root word. ● Match contractions with the two words that make them up. ● Show how two words come together to create a contraction. 	<ul style="list-style-type: none"> ● Word study tests ● Spelling inventory ● Writing conferences ● Writing journals ● DLR 	<ul style="list-style-type: none"> ● Roots ● Prefix ● Suffix ● Contractions ● Possessives ● Compound words 	

FLUENCY					
	2.RF.5: * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> ● Read grade level appropriate text smoothly and accurately. ● Use punctuation to guide phrasing and expression. 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Progress monitoring running records ● Anecdotal notes ● Reading conferences 	<ul style="list-style-type: none"> ● Grade-level text ● Expression ● Independent level ● Comprehension 	
READING: LITERATURE					
Learning Outcome					
2.RL.1: <i>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.</i>					
KEY IDEAS and TEXTURAL 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 the main idea and key details in a text.	<ul style="list-style-type: none"> ● Ask questions about story elements. ● Identify the main idea of the text. ● Identify key details to support text. ● Explain why events happen. ● State why the characters and setting are important to the story. 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Questions ● Events ● Main idea ● Key details 	Critical
	2.RL.2.3: * Describe how characters in a story respond to major events and how characters affect the plot.	<ul style="list-style-type: none"> ● Infer how a character is feeling by their words and actions. ● Support the plot of a story using evidence from the text. 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Major events ● Plot ● Characters ● Response 	

		<ul style="list-style-type: none"> ● Express how characters' actions advance a story's plot. 	<ul style="list-style-type: none"> ● Reading conferences 		
	<p>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.</p>	<ul style="list-style-type: none"> ● Apply prior knowledge to make predictions about what is happening in the story. ● Defend whether a prediction was confirmed by using evidence in the story. 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Predictions ● Prior knowledge ● Text features ● Confirmed 	
STRUCTURAL ELEMENTS and ORGANIZATION					
	<p>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.</p>	<ul style="list-style-type: none"> ● Consider how the beginning of a story introduces the middle. ● Determine how the middle of the story affects the end of a story. 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Overall structure ● Beginning ● Middle ● Ending 	
	<p>2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue words spoken by characters, usually enclosed in quotation marks.</p>	<ul style="list-style-type: none"> ● Identify speakers in the dialogue of stories. ● Determine the narrator of the story by examining their point of view. ● Discuss as a class and in small groups how the story would change if told from the point of view of a different character. 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences ● Writing journals 	<ul style="list-style-type: none"> ● Point of view ● Characters ● Dialogue ● Characters ● Quotation Marks 	

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.

STRUCTURAL ELEMENTS and ORGANIZATION

	2.RN.2.1: * Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.	<ul style="list-style-type: none">● Identify the main idea.● Identify supporting details.	<ul style="list-style-type: none">● Scholastic Benchmarking● Anecdotal notes● Reading Response journals● Graphic organizers● Progress monitoring running records● Reading conferences	<ul style="list-style-type: none">● Main idea● Supporting facts● Details	Critical
<ul style="list-style-type: none">● Main idea● Details	2.RN.2.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none">● State the main idea of a nonfiction text.● Describe details about the main idea.● Explain how the details support the main idea.● Compare and contrast texts on similar topics using main ideas and details.● Use the main ideas and details of a text to explain what is known about a topic.	<ul style="list-style-type: none">● Scholastic Benchmarking● Classroom Discussions● Graphic Organizers● Reading Response Journals● Reading Conferences	<ul style="list-style-type: none">● Main idea● Details● Compare● Contrast● Similar● Different	Critical
	2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information	<ul style="list-style-type: none">● Locate information in text by using text features.	<ul style="list-style-type: none">● Scholastic Benchmarking● Anecdotal notes● Reading Response journals	<ul style="list-style-type: none">● Text features● Table of contents● Index● Heading● Captions	

	and explain how they contribute to and clarify a text.	<ul style="list-style-type: none"> ● Explain how to correctly use text features. ● Explain how they support the understanding of text using evidence from the text. 	<ul style="list-style-type: none"> ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Labels ● Photographs ● Bold text ● Clarify text ● Key facts 	
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SYNTHESIS and CONNECTION of IDEAS

	2.RN.4.1: Describe how an author uses facts to support specific points in a text.	<ul style="list-style-type: none"> ● Identify the specific point the author makes. ● Identify facts from the text that support the author's point. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Scholastic Benchmarking ● Running records ● Reading conferences 	<ul style="list-style-type: none"> ● Fact ● Support 	
	2.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> ● Use two different texts to compare and contrast information learned on a topic. 	<ul style="list-style-type: none"> ● Scholastic Benchmarking ● Anecdotal notes ● Reading Response journals ● Graphic organizers 	<ul style="list-style-type: none"> ● Compare ● Contrast 	

			<ul style="list-style-type: none"> ● Progress monitoring running records ● Reading conferences 		
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READING: VOCABULARY

Learning Outcome

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

VOCABULARY BUILDING

	<p>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.</p>	<ul style="list-style-type: none"> ● Use text features to determine the meaning of unknown words. ● Use context clues to determine the meaning of unknown words. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Scholastic Benchmarking ● Running records ● Reading conferences ● DLR 	<ul style="list-style-type: none"> ● Context clues ● Text features ● Table contents ● Headings ● Captions ● Headings ● Unknown words 	Critical
	<p>2.RV.2.2: Identify relationships among words, including common synonyms and</p>	<ul style="list-style-type: none"> ● Identify synonym pairs. ● Identify antonym pairs. 	<ul style="list-style-type: none"> ● Class discussion ● Reading conferences 	<ul style="list-style-type: none"> ● Synonym ● Antonym ● Relationships ● Multiple meaning 	

	antonyms, and simple multiple-meaning words (<i>e.g., puzzle, fire</i>).	<ul style="list-style-type: none"> ● Create lists of other known synonyms and antonyms. 			
	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.	<ul style="list-style-type: none"> ● Apply the meaning of a known root word to understand the meaning of a new word that contains basic prefixes and suffixes (pre, re, un, ly, ful). 	<ul style="list-style-type: none"> ● Classroom discussion ● Creation of class word lists 	<ul style="list-style-type: none"> ● Root words ● Base words ● Affix ● Prefix ● Suffix 	

	2.RV.2.5: Consult reference materials, both print and digital (<i>e.g., dictionary</i>), to determine or clarify the meanings of words and phrases.	<ul style="list-style-type: none"> ● Use a dictionary to look up meanings of unknown words. ● Use digital tools (dictionaries) to find the meaning of unknown words. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Scholastic Benchmarking ● Running records ● Reading conferences ● DLR 	<ul style="list-style-type: none"> ● Reference material ● Print material ● Digital material ● Clarify meaning 	
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WRITING					
Learning Outcome					
2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.					
WRITING GENRES					
<ul style="list-style-type: none"> ● Paragraph ● Topic ● Facts ● Details ● Concluding statement ● Observational 	2.W.3.2: INFORMATIVE Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	<ul style="list-style-type: none"> ● Write a research paragraph. ● Write an observational paragraph. ● Provide facts and details that support topic ● Provide a concluding statement. 	<ul style="list-style-type: none"> ● Classroom writing projects ● Anecdotal notes ● Writing conferences ● Scholastic 	<ul style="list-style-type: none"> ● Paragraph ● Topic ● Facts ● Details ● Concluding statement 	Critical
	2.W.3.3: NARRATIVE Develop topics for friendly letters, stories, poems, and other narrative purposes that - <ol 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. 	<ul style="list-style-type: none"> ● Write a persuasive letter. ● Use transition words to move from idea to idea. ● Write details that support opinions. 	<ul style="list-style-type: none"> ● Scholastic ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Topic ● Friendly letter ● Details ● Persuasive ● Transitions 	Critical
THE WRITING PROCESS					
	2.W.4: Apply the writing process to: <ol style="list-style-type: none"> Generate a draft by developing, selecting and 	<ul style="list-style-type: none"> ● Brainstorm ideas for topics. ● Select topic for writing. 	<ul style="list-style-type: none"> ● Scholastic ● Classroom writing projects ● Anecdotal notes 	<ul style="list-style-type: none"> ● Writing process ● Draft ● Ideas ● Genre 	

	<p>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.</p> <p>b. Use available technology to publish legible documents.</p>	<ul style="list-style-type: none"> ● Complete pre-writing sheet with topics and supporting details. ● Generate draft with clear beginning, middle and end. ● Edit draft using checklists. 	<ul style="list-style-type: none"> ● Writing conferences 	<ul style="list-style-type: none"> ● Reference materials ● Details ● Sentence structure ● Organization ● Word choice ● Format ● Conventions ● Feedback ● Technology 	
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CONVENTIONS of STANDARD ENGLISH: GRAMMAR and USAGE/CAPITALIZATION, PUNCTUATION and SPELLING

	<p>2.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>		<ul style="list-style-type: none"> ● Scholastic writing projects ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● English grammar 	
	<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>	<ul style="list-style-type: none"> ● Identify and write regular and irregular plural nouns in a sentences 	<ul style="list-style-type: none"> ● Scholastic writing projects ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Common noun ● Proper noun ● Possessive noun ● Personal pronoun 	Critical
	<p>2.W.6.1b: Verbs- Writing sentences that use the past tense of frequently occurring irregular verbs. *</p>	<ul style="list-style-type: none"> ● Identify and write past tense verbs. 	<ul style="list-style-type: none"> ● Scholastic writing projects ● Classroom writing projects ● Anecdotal notes 	<ul style="list-style-type: none"> ● Sentences ● Past tense ● Action verbs 	Critical

	Understanding the functions of different types of verbs (e.g., action, linking) in sentences.	<ul style="list-style-type: none"> Identify and write irregular past tense verbs. 	<ul style="list-style-type: none"> Writing conferences DLR 		
<ul style="list-style-type: none"> Adjective 	2.W.6.1c: Adjective/Adverbs- Writing sentences that use adjectives and adverbs.	<ul style="list-style-type: none"> Identify and write adverbs. Use adverbs to modify verbs. 	<ul style="list-style-type: none"> Class word lists Classroom assessments DLR 	<ul style="list-style-type: none"> Adjective Adverb 	Critical
	2.W.6.1e: Usage- Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	<ul style="list-style-type: none"> Identify and write simple sentences. Identify and write compound sentences. Use declarative, interrogative, imperative, and exclamatory sentences in writing. Identify conjunctions in compound sentences. Correctly using a period, question mark, or exclamation mark at the end of a sentence. 	<ul style="list-style-type: none"> Scholastic Classroom writing projects Anecdotal notes Writing conferences DLR 	<ul style="list-style-type: none"> Simple sentence Declarative Interrogative Imperative Exclamatory 	Critical
	2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<ul style="list-style-type: none"> Use correct capitalization, punctuation and spelling in daily work. 	<ul style="list-style-type: none"> DLR Classroom writing projects Scholastic 	<ul style="list-style-type: none"> Capitalization Punctuation Spelling 	Critical

	<p>2.W.6.2a:</p> <p>Capitalization- Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>	<ul style="list-style-type: none"> ● Capitalize titles. ● Capitalize proper nouns. ● Capitalize special events. 	<ul style="list-style-type: none"> ● Scholastic ● DLR ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Greeting ● Month ● Days of the week ● Titles ● Initials in names ● Proper nouns 	Critical
<p>Punctuation</p> <ul style="list-style-type: none"> ● Period ● Question mark ● Exclamation mark ● Contractions 	<p>2. W.6.2b:</p> <p>Punctuation-</p> <p>a. Correctly using a period, question mark, or exclamation mark at the end of a sentence.</p> <p>b. Using an apostrophe to form contractions and singular possessive nouns.</p> <p>* Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<ul style="list-style-type: none"> ● Use and write contractions correctly. ● Use quotation marks to mark direct speech. 	<ul style="list-style-type: none"> ● Classroom writing projects ● Anecdotal notes ● Writing conferences ● DLR 	<ul style="list-style-type: none"> ● Period ● Question mark ● Exclamation mark ● Contractions 	Critical
<p>Spelling</p> <ul style="list-style-type: none"> ● Short vowels ● Long vowels ● Consonant blend pattern ● Word families ● Irregular words ● High frequency words 	<p>2.W.6.2c: Spelling-</p> <p>* Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p> <p>* Generalizing learned spelling patterns (e.g., word families) when writing words.</p>	<ul style="list-style-type: none"> ● Use word walls to spell high frequency words correctly. ● Memorize common word patterns. ● Apply knowledge of known patterns to help in the spelling of new words. 	<ul style="list-style-type: none"> ● Scholastic ● Classroom writing projects ● Anecdotal notes ● Writing conferences ● Word Study Tests 	<ul style="list-style-type: none"> ● Short vowels ● Long vowels ● Consonant blend pattern ● Word families ● Irregular words ● High frequency words 	Critical

	*Correctly spelling common irregularly spelled grade-appropriate high frequency word				
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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

<ul style="list-style-type: none"> • Topics • Peers • Adults • Small and large groups 	<p>2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> • Take turns talking. • Listen when others speak. 	<ul style="list-style-type: none"> • Classroom observation • Class discussion • Small group discussion • Anecdotal notes • Progress monitoring • running records 	<ul style="list-style-type: none"> • Topics • Peers • Adults • Small and large groups 	
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			<ul style="list-style-type: none"> ● Reading conferences ● SEL 		
<ul style="list-style-type: none"> ● Topics ● Texts 	2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> ● Use turn and talk to clarify information under discussion. ● Ask for an explanation to help with understanding. 	<ul style="list-style-type: none"> ● Classroom observation ● Class discussion ● Small group discussion ● Anecdotal notes ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Topics ● Texts 	
DISCUSSION and COLLABORATION					
<ul style="list-style-type: none"> ● Language ● Poems ● Rhymes ● Experience ● Facts ● Sensory details ● Sentences 	2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	<ul style="list-style-type: none"> ● Recount an experience using sensory details. ● Retell a story with facts. ● Speak audibly. 	<ul style="list-style-type: none"> ● Classroom observation ● Class discussion ● Small group discussion ● Anecdotal notes ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Language ● Poems ● Rhymes ● Experience ● Facts ● Sensory details ● Sentences 	
<ul style="list-style-type: none"> ● Presentations ● Clear focus ● Media ● Thoughts ● Ideas ● Feelings 	2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> ● Make eye contact while presenting. ● State clearly the focus of the presentation. <p>Use various media to present.</p>	<ul style="list-style-type: none"> ● Classroom observation ● Class discussion ● Small group discussion ● Anecdotal notes ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Presentations ● Clear focus ● Media ● Thoughts ● Ideas ● Feelings 	

PRESENTATION and KNOWLEDGE of IDEAS					
<ul style="list-style-type: none"> • Multi-step directions 	<p>2.SL.4.3: Give and follow multi-step directions.</p>	<ul style="list-style-type: none"> • Listen to the person giving directions. • Repeat the multiple steps. • List directions given. 	<ul style="list-style-type: none"> • Classroom observation • Class discussion • Small group discussion • Anecdotal notes • Progress monitoring running records • Reading conferences 	<ul style="list-style-type: none"> • Multistep directions 	

STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY	
READING: FOUNDATIONS					
Learning Outcome					
3.R.F.1: <i>Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency, and comprehension) to build foundational reading skills</i>					
PHONICS					
<ul style="list-style-type: none"> Consonants Blends Digraphs R controlled vowels Regular words Vowel teams 	<p>2.RF.4.1: (1) Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</p>	<ul style="list-style-type: none"> Create word lists of words with similar sounds. Categorize words into word sound group. Decode words involving are, ar, air, er, ear, eer, ir, ire, ier. 	<ul style="list-style-type: none"> Word study tests Spelling inventory 	<ul style="list-style-type: none"> Consonants 	
<ul style="list-style-type: none"> Syllable patterns Two syllable words 	<p>2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V,W, Vce, Cle) to decode two-syllable words, independent of context.</p>	<ul style="list-style-type: none"> Find and read words with syllable patterns (CVC, CVCe, CVVC, VCC, CCV) (using short and long o, a, u, and i) 	<ul style="list-style-type: none"> Word study tests Spelling inventory 	<ul style="list-style-type: none"> Syllable patterns Two syllable words 	Critical
<ul style="list-style-type: none"> Words families 	<p>2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g.,</p>	<ul style="list-style-type: none"> Create word lists of words with similar sounds. 	<ul style="list-style-type: none"> Word study tests Spelling inventory 	<ul style="list-style-type: none"> Word families 	

	-are, ine, -ire, -ear, -ore, -oar, -air, -ure).	<ul style="list-style-type: none"> ● Categorize words into common word families –(are, ine, -ire, -ear, -ore, -oar, -air, -ure). 	<ul style="list-style-type: none"> ● Writing conferences ● Writing journals 		
<ul style="list-style-type: none"> ● Roots ● Prefix ● Suffix ● Contractions ● Possessives ● Compound words 	2.RF.4.6: Read multi –syllabic words composed of roots, prefixes, suffixes. Read possessives and contractions and compound words.	<ul style="list-style-type: none"> ● Identify basic prefixes and suffixes (dis, mis, ness, less) and how they change the meaning of the root word. ● Match contractions with the two words that make them up. ● Show how two words come together to create a contraction. 	<ul style="list-style-type: none"> ● Word study tests ● Spelling inventory ● Writing conferences ● Writing journals 	<ul style="list-style-type: none"> ● Roots ● Prefix ● Suffix ● Contractions ● Possessives ● Compound words 	
FLUENCY					
<ul style="list-style-type: none"> ● Grade-level text ● Expression ● Independent level ● Comprehension 	2.RF.5: * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	<ul style="list-style-type: none"> ● Read grade level appropriate text smoothly and accurately. ● Use punctuation to guide phrasing and expression. 	<ul style="list-style-type: none"> ● Fountas and Pinnell ● Benchmarking ● Progress monitoring running records ● Anecdotal notes ● Reading conferences 		

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 TEXTURAL SUPPORT

<ul style="list-style-type: none">● Questions● Events● Main idea● Key details	<p>2.RL.2.1: * Ask and answer questions (eg., 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.</p>	<ul style="list-style-type: none">● Ask questions about story elements using higher level thinking skills, “How does the ending of the story conclude the action or solve the problem?”● Identify main idea of increasingly difficult text.● Identify key details of increasingly difficult text to support comprehension.● Identify examples of cause and effect relationships in text.● Apply inferences to understand main idea and key details.● Express how visualization aides in comprehension.	<ul style="list-style-type: none">● Fountas and Pinnell Benchmarking● Fluency rubric● Anecdotal notes● Reading Response journals● Graphic organizers● Progress monitoring running records● Reading conferences	<ul style="list-style-type: none">● Questions● Events● Main idea● Key details● Cause and effect● Inference● Visualizing	<p>Critical</p>
<ul style="list-style-type: none">● Beginning● Middle● End● Folktales● Fables● Lesson	<p>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.</p>	<ul style="list-style-type: none">● Retell the beginning, middle and end of stories.● Identify the moral or lesson in fables and folktales.		<ul style="list-style-type: none">● Beginning● Middle● End● Folktales● Fables● Lesson	<p>Critical</p>

<ul style="list-style-type: none"> ● Moral ● Culture ● Message 		<ul style="list-style-type: none"> ● Discuss simple phrases in languages other than English. ● Define the features of fables and folktales. ● Compare how these stories differ from other text. 		<ul style="list-style-type: none"> ● Moral ● Culture ● Message 	
<ul style="list-style-type: none"> ● Predictions ● Prior knowledge ● Text features 	<p>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.</p>	<ul style="list-style-type: none"> ● Apply prior knowledge to make predictions about what is happening in the story. ● Defend whether a prediction was confirmed by using evidence in the story. ● Support why predictions are appropriate/not appropriate by what has happened so far in the story. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Predictions ● Prior knowledge ● Text features 	
<i>SYNTHESIS and CONNECTION of IDEAS</i>					
<ul style="list-style-type: none"> ● Compare ● Contrast ● Time period ● Culture 	<p>2.RL.4.2: Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.</p>	<ul style="list-style-type: none"> ● Read two versions of the same story from different authors, time periods, or cultures. ● Compare the versions of the stories. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes 	<ul style="list-style-type: none"> ● Compare ● Contrast ● Time period ● Culture 	

		<ul style="list-style-type: none"> ● Contrast the versions of the stories. ● Use a Venn Diagram to compare and contrast two versions of the same story. 	<ul style="list-style-type: none"> ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 		
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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

<ul style="list-style-type: none"> ● Main idea ● Supporting facts ● Details 	<p>2.RN.2.1: * Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<ul style="list-style-type: none"> ● Read more complex text ● State author’s purpose for writing text. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric 	<ul style="list-style-type: none"> ● Main idea ● Supporting facts ● Details 	<p>Critical</p>
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		<ul style="list-style-type: none"> ● Use text features to determine author’s purpose for each section. 	<ul style="list-style-type: none"> ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 		
<ul style="list-style-type: none"> ● Historical events ● Scientific ideas ● Steps in a process ● Procedure ● Connection 	<p>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.</p>	<ul style="list-style-type: none"> ● Read a timeline ● Identify how the events are connected ● Read texts about an inventor. ● Describe the steps in the process creating the new invention. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Reading conferences 	<ul style="list-style-type: none"> ● Historical events ● Scientific ideas ● Process ● Procedure ● Connection 	
STRUCTURAL ELEMENTS and ORGANIZATION					
<ul style="list-style-type: none"> ● Text features ● Table of contents ● Index ● Heading ● Captions 	<p>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.</p>	<ul style="list-style-type: none"> ● Summarize what was learned through the use of text features in the non-fiction text. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes 	<ul style="list-style-type: none"> ● Text features ● Table of contents ● Index ● Heading ● Captions ● Labels 	

<ul style="list-style-type: none"> ● Labels ● Clarify text ● Key facts 		<ul style="list-style-type: none"> ● Share information in small group and partner discussions. ● Distinguish the difference between common text features. ● Support opinions from text by using given text features. 	<ul style="list-style-type: none"> ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Clarify text ● Key facts 	
<ul style="list-style-type: none"> ● Compare ● Contrast ● Cause ● Effect 	<p>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.</p>	<ul style="list-style-type: none"> ● Compare and contrast information learned through reading two texts on similar topics. ● Identify cause and effect relationship within the text. ● Explain why that relationship exists. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Compare ● Contrast ● Cause ● Effect 	
<ul style="list-style-type: none"> ● Author 	<p>2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.</p>	<ul style="list-style-type: none"> ● State author’s purpose for writing text. ● Use text features to determine author’s purpose for each section. ● Tell why the author divided up the text in the way he /she did. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers 		

		<ul style="list-style-type: none"> ● Tell why the author uses different heading/sections for different types of information. 	<ul style="list-style-type: none"> ● Running records ● Reading conferences 		
SYNTHESIS and CONNECTION of IDEAS					
<ul style="list-style-type: none"> ● Fact ● Support 	<p>2.RN.4.1: Describe how an author uses facts to support specific points in a text.</p>	<ul style="list-style-type: none"> ● Identify the specific point the author makes. ● Identify facts from the text that support the author's point. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Fountas and Pinnell Benchmarking ● Running records ● Reading conferences 	<ul style="list-style-type: none"> ● Fact ● Support 	
<ul style="list-style-type: none"> ● Compare ● Contrast 	<p>2.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> ● Use two different texts to compare and contrast information learned on a topic. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Compare ● Contrast 	

READING: VOCABULARY**Learning Outcome**

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

VOCABULARY BUILDING

<ul style="list-style-type: none"> ● Context clues ● Text features ● Table contents ● Headings ● Captions ● Headings ● Unknown words 	<p>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.</p>	<ul style="list-style-type: none"> ● Read a variety of more complex text. ● Use text features to determine the meaning of unknown words. ● Use context clues to determine the meaning of unknown words. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Fountas and Pinnell Benchmarking ● Running records ● Reading conferences 	<ul style="list-style-type: none"> ● Context clues ● Text features ● Table contents ● Headings ● Captions ● Headings ● Unknown words 	Critical
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VOCABULARY in LITERATURE and NONFICTION TEXTS

<ul style="list-style-type: none"> ● Regular beats ● Repeating lines ● Similes ● Alliteration ● Idioms ● Onomatopoeia ● Story ● Poem ● Song ● Rhythm 	<p>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.</p>	<ul style="list-style-type: none"> ● Read many examples of poetry. ● Show examples of similes, alliteration, idioms, onomatopoeias in writing. ● Discuss how these elements affect the reader and meaning of the work. 	<ul style="list-style-type: none"> ● Classroom work ● Classroom observations ● Writing conferences 	<ul style="list-style-type: none"> ● Regular beats ● Repeating lines ● Similes ● Alliteration ● Idioms ● Onomatopoeia ● Story ● Poem ● Song ● Rhythm 	
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<ul style="list-style-type: none"> ● Meaning 		<ul style="list-style-type: none"> ● Explain how a poet/author uses rhythm in writing to convey meaning. 		<ul style="list-style-type: none"> ● Meaning 	
<ul style="list-style-type: none"> ● Topic ● Nonfiction ● Phrase ● Subject 	<p>2.RV.3.2: *Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<ul style="list-style-type: none"> ● Read a variety of more complex text. ● Use text features to determine the meaning of unknown words. ● Use context clues to determine the meaning of unknown words. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Fountas and Pinnell Benchmarking ● Running records ● Reading conferences 	<ul style="list-style-type: none"> ● Topic ● Nonfiction ● Phrase ● Subject 	

WRITING

Learning Outcome

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

WRITING GENRES

<ul style="list-style-type: none"> ● Opinion ● Persuasive ● Concluding statement 	<p>2.W.3.1: PERSUASIVE</p> <p>*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.</p>	<ul style="list-style-type: none"> ● Write a persuasive book review. ● Identify topic and position ● Retell a story. ● Express your attitude and opinion in written form. ● Create a “hook” that will peak interest of others. ● Write a persuasive poster 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Opinion ● Persuasive ● Concluding statement 	
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<ul style="list-style-type: none"> ● Topic ● Details 	<p>2.W.3.3: NARRATIVE</p> <p>Develop topics for friendly letters, stories, poems, and other narrative purposes that -</p> <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. 	<ul style="list-style-type: none"> ● Write a Christmas vacation descriptive paragraph. ● Create a basic plot using temporal words. ● Add details to the plot. ● Provide a beginning, middle, and end ● Use sensory words to describe the setting. ● Provide a setting that makes sense with the plot. ● Create a review poster. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Topic ● Book review ● Details 	<p>Critical</p>
THE WRITING PROCESS					
<ul style="list-style-type: none"> ● Draft ● Ideas ● Genre ● Reference materials ● Details ● Sentence structure ● Organization ● Word choice ● Format ● Conventions ● Feedback ● Technology 	<p>2.W.4: Apply the writing process to -</p> <ol 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, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. 	<ul style="list-style-type: none"> ● Brainstorm ideas for topics. ● Select topic. ● Complete prewriting sheet with topics and supporting details. ● Generate draft. ● Edit draft using checklists. ● Complete corporation writing prompt. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Writing process ● Draft ● Ideas ● Genre ● Reference materials ● Details ● Sentence structure ● Organization ● Word choice ● Format ● Conventions ● Feedback ● Technology 	

	b. Use available technology to publish legible documents.				
CONVENTIONS of STANDARD ENGLISH: GRAMMAR and USAGE/CAPITALIZATION, PUNCTUATION and SPELLING					
<ul style="list-style-type: none"> ● Common noun ● Proper noun ● Possessive noun ● Personal pronoun 	2.W.6.1a: Nouns/Pronouns-Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.	<ul style="list-style-type: none"> ● Identify and write possessive nouns. ● Identify and write possessive pronouns. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Common noun ● Proper noun ● Possessive noun ● Personal pronoun 	Critical
<ul style="list-style-type: none"> ● Sentences ● Past tense ● Action verbs 	2.W.6.1b: a. Verbs- Writing sentences that use the past tense of frequently occurring irregular verbs. b. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.	<ul style="list-style-type: none"> ● Identify and write linking verbs. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Sentences ● Past tense ● Action verbs 	Critical
<ul style="list-style-type: none"> ● Adjective 	2.W.6.1c: Adjective/Adverbs- Writing sentences that use adjectives and adverbs.	<ul style="list-style-type: none"> ● Identify and write adjectives. ● Use adjectives to describe nouns. ● Identify superlatives (-er, -est) 	<ul style="list-style-type: none"> ● Class word lists ● Classroom assessments 	<ul style="list-style-type: none"> ● Adjective 	Critical
	2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<ul style="list-style-type: none"> ● Use correct capitalization, punctuation and spelling in daily work. 		<ul style="list-style-type: none"> ● Capitalization ● Punctuation ● Spelling 	

<ul style="list-style-type: none"> ● Period ● Question mark ● Exclamation mark ● Contractions 	<p>2. W.6.2b:</p> <ul style="list-style-type: none"> a. Punctuation- *Correctly using a period, question mark, or exclamation mark at the end of a sentence. b. Using an apostrophe to form contractions and singular possessive nouns. c. Using commas in greetings and closings of letters, dates, and to separate items in a series. 	<ul style="list-style-type: none"> ● Identify and correctly use all ending punctuation. ● Write apostrophes in possessives. ● Use quotation marks correctly to show dialogue. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Period ● Question mark ● Exclamation mark ● Contractions 	<p>Critical</p>
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STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY	
READING: FOUNDATIONS					
<ul style="list-style-type: none"> ● Learning Outcome ● 3.R.F.1: <i>Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency, and comprehension) to build foundational reading skills</i> 					
PHONICS					
<ul style="list-style-type: none"> ● Syllable patterns ● Two syllable words 	<p>2.RF.4.2: Use knowledge of the six major syllable patterns (CVC, CVr, V,W, Vce, Cle) to decode two-syllable words, independent of context.</p>	<ul style="list-style-type: none"> ● Find and read words with syllable patterns (using r-controlled vowels, oo, oi, oy, ou, ow, soft and hard c;g, silent letters (kn, wr). 	<ul style="list-style-type: none"> ● Word study tests ● Spelling inventory 	<ul style="list-style-type: none"> ● Syllable patterns ● Two syllable words 	Critical
<ul style="list-style-type: none"> ● Regularly spelled ● High frequency words ● Abbreviations 	<p>2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).</p>	<ul style="list-style-type: none"> ● Read common abbreviations (days of the week, months of the year, Mr. Mrs. Dr. St.). ● Recognize and correctly read 2nd grade high frequency words from the Dolch word list. 	<ul style="list-style-type: none"> ● Writing conferences ● Classroom observation 	<ul style="list-style-type: none"> ● High frequency words ● Sight words ● Abbreviations 	
<ul style="list-style-type: none"> ● Roots ● Prefix 	<p>2.RF.4.6: * Read multi-syllabic words composed of roots,</p>	<ul style="list-style-type: none"> ● Explain how basic prefixes and suffixes 	<ul style="list-style-type: none"> ● Word study tests ● Spelling inventory 	<ul style="list-style-type: none"> ● Roots ● Prefix 	

<ul style="list-style-type: none"> ● Suffix ● Contractions ● Possessives ● Compound words 	<p>prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.</p>	<p>(re, pre, un, ful, ly) change the meaning of the root word.</p> <ul style="list-style-type: none"> ● Locate prefixes/suffixes in reading and state meaning ● State compound words as two words that come together to create a new word. ● Locate compound words in reading. ● State the reason why words like recess and today do not fit the rules of prefixes and compound words. ● Match contractions with the two words that make them up. ● Show how two words come together to create a contraction. ● Read a possessive and identify the owner. 	<ul style="list-style-type: none"> ● Writing conferences ● Writing journals 	<ul style="list-style-type: none"> ● Suffix ● Contractions ● Possessives ● Compound words 	
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FLUENCY

<ul style="list-style-type: none"> ● Grade-level text ● Expression ● Independent level ● Comprehension 	<p>2.RF.5: * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<ul style="list-style-type: none"> ● Read grade level appropriate text smoothly and accurately. ● Use punctuation to guide phrasing and expression. 	<ul style="list-style-type: none"> ● Fountas and Pinnell ● Benchmarking ● Progress monitoring running records ● Anecdotal notes ● Reading conferences 	<ul style="list-style-type: none"> ● Grade-level text ● Expression ● Independent level ● Comprehension 	
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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 TEXTURAL SUPPORT

<ul style="list-style-type: none"> ● Predictions ● Prior knowledge ● Text features 	<p>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.</p>	<ul style="list-style-type: none"> ● Apply prior knowledge to make predictions about what is happening in the story. ● Defend whether a prediction was confirmed by using evidence in the story. ● Discuss whether predictions make sense with events that are happening in the story 	<ul style="list-style-type: none"> ● Fountas and Pinnell ● Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conference. 	<ul style="list-style-type: none"> ● Predictions ● Prior knowledge ● Text features 	
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STRUCTURAL ELEMENTS and ORGANIZATION

<ul style="list-style-type: none"> ● Overall structure 	<p>2.RL.3.1: * Describe the overall structure of a story, including</p>	<ul style="list-style-type: none"> ● Identify the main idea of the text. 	<ul style="list-style-type: none"> ● Fountas and Pinnell ● Benchmarking 	<ul style="list-style-type: none"> ● Overall structure ● Beginning 	
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<ul style="list-style-type: none"> ● Beginning ● Middle ● Ending 	<p>describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> ● Retell the story in story order using temporal words. ● Identify details to support why events happen in the story. ● Explain how the beginning of a story introduces middle. ● Explain how the middle of the story affects the end of a story. ● Retell the main events of a story, beginning, middle and end. 	<ul style="list-style-type: none"> ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Middle ● Ending 	
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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 TEXTURAL SUPPORT

<ul style="list-style-type: none"> ● Main idea ● Supporting facts ● Details 	<p>2.RN.2.1: * Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<ul style="list-style-type: none"> ● State author’s purpose for writing text. ● Use text features to determine author’s purpose for each section. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Main idea ● Supporting facts ● Details 	<p>Critical</p>
<ul style="list-style-type: none"> ● Main idea ● Multiparagraph text ● Topic 	<p>2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.</p>	<ul style="list-style-type: none"> ● Read passages with more than one paragraph. ● Identify topic sentence of each paragraph. ● Identify words in each sentence that state main idea. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Main idea ● Multiparagraph text ● Topic 	<p>Critical</p>

			<ul style="list-style-type: none"> ● Reading conferences 		
<ul style="list-style-type: none"> ● Historical events ● Scientific ideas ● Steps in a process ● Procedure ● Connection 	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.	<ul style="list-style-type: none"> ● Read a timeline ● Identify how the events are connected ● Read texts about an inventor. ● Describe the steps in the process creating the new invention. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Reading conferences 	<ul style="list-style-type: none"> ● Historical events ● Scientific ideas ● Process ● Procedure ● Connection 	Critical

STRUCTURAL ELEMENTS and ORGANIZATION

<ul style="list-style-type: none"> ● Text features ● Table of contents ● Index ● Heading ● Captions ● Labels 	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.	<ul style="list-style-type: none"> ● Locate information in text by using text features. (table of contents, index, heading, captions, glossary, labels). ● Explain how to correctly use text features and how they support the understanding of text. ● Compare and contrast two nonfiction text 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records 	<ul style="list-style-type: none"> ● Text features ● Table of contents ● Index ● Heading ● Captions ● Labels ● Clarify text ● Key facts 	
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<ul style="list-style-type: none"> ● Compare ● Contrast ● Cause 	2.RN.3.2: Identify how a nonfiction text can be structured to compare and	<ul style="list-style-type: none"> ● Explain how two things can be compared by using 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking 	<ul style="list-style-type: none"> ● Compare ● Contrast ● Cause 	
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<ul style="list-style-type: none"> ● Effect 	<p>contrast, to describe a procedure, and to explain a cause and effect relationship.</p>	<p>the information in a nonfiction text.</p> <ul style="list-style-type: none"> ● Describe steps in a procedure, event or cycle. ● Use evidence found in the text to support a cause and effect relationship. 	<ul style="list-style-type: none"> ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Effect 	
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SYNTHESIS and CONNECTION of IDEAS

<ul style="list-style-type: none"> ● Compare ● Contrast 	<p>2.RN.4.2: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> ● Use two different texts to compare and contrast information learned on a topic. 	<ul style="list-style-type: none"> ● Fountas and Pinnell Benchmarking ● Fluency rubric ● Anecdotal notes ● Reading Response journals ● Graphic organizers 	<ul style="list-style-type: none"> ● Compare ● Contrast 	
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			<ul style="list-style-type: none"> ● Progress monitoring running records ● Reading conferences 		
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READING: VOCABULARY

Learning Outcome

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

VOCABULARY BUILDING

<ul style="list-style-type: none"> ● Context clues ● Text features ● Table contents ● Headings ● Captions ● Headings ● Unknown words 	<p>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.</p>	<ul style="list-style-type: none"> ● Using more difficult text, identify text features to determine the meaning of unknown words. ● Use context clues to determine the meaning of unknown words. 	<ul style="list-style-type: none"> ● Classroom discussion ● Reading response journals ● Classroom observation ● Fountas and Pinnell Benchmarking ● Running records ● Reading conferences 	<ul style="list-style-type: none"> ● Context clues ● Text features ● Table contents ● Headings ● Captions ● Headings ● Unknown words 	<p>Critical</p>
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WRITING					
Learning Outcome					
<i>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.</i>					
WRITING GENRES					
<ul style="list-style-type: none"> Opinion Concluding statement Course of action 	<p>2.W.3.1: PERSUASIVE</p> <p>a. 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.</p>	<ul style="list-style-type: none"> Identify the elements in an advertisement. Create an advertisement for a business. 	<ul style="list-style-type: none"> Corporation writing assessment Classroom writing projects Anecdotal notes Writing conferences 	<ul style="list-style-type: none"> Persuasive Advertisement 	
<ul style="list-style-type: none"> Topic Fairy Tale Fantasy Details 	<p>2.W.3.3: NARRATIVE</p> <p>Develop topics for friendly letters, stories, poems, and other narrative purposes that -</p> <p>a. include a beginning</p> <p>b. use temporal words to signal event order (e.g., first of all)</p> <p>c. provide details to describe actions, thoughts, and feelings</p> <p>d. provide an ending.</p>	<ul style="list-style-type: none"> Write a fractured fairy tale or fantasy story. Create a setting, characters, and a plot. Establish a fantastical element when appropriate. 	<ul style="list-style-type: none"> Corporation writing assessment Classroom writing projects Anecdotal notes Writing conferences 	<ul style="list-style-type: none"> Topic Fairy Tale Fantasy Details 	Critical

THE WRITING PROCESS					
<ul style="list-style-type: none"> ● Draft ● Ideas ● Genre ● Reference materials ● Details ● Sentence structure ● Organization ● Word choice ● Format ● Conventions ● Feedback ● Technology 	<p>2.W.4: Apply the writing process to-</p> <p>a. 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.</p> <p>b. Use available technology to publish legible documents.</p>	<ul style="list-style-type: none"> ● Brainstorm ideas for topics. ● Complete prewriting sheet with topics and supporting details. ● Generate draft. ● Edit draft using checklists. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Draft ● Ideas ● Genre ● Reference materials ● Details ● Sentence structure ● Organization ● Word choice ● Format ● Conventions ● Feedback ● Technology 	
RESEARCH					
<ul style="list-style-type: none"> ● Information ● Visual references ● Text references ● Organize ● Summarize 	<p>2.W.5: With support, conduct short research on a topic.</p> <p>a. Find information on a topic of interest (e.g., cardinals).</p> <p>b. Identify various visual and text reference sources.</p>	<ul style="list-style-type: none"> ● Conduct research on a chosen topic. ● Organize research on notecards on a prewrite sheet. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes 		

<ul style="list-style-type: none"> ● Present 	<p>c. Organize, summarize, and present the information, choosing from a variety of formats.</p>		<ul style="list-style-type: none"> ● Writing conferences 		
CONVENTIONS of STANDARD ENGLISH: GRAMMAR and USAGE/CAPITALIZATION, PUNCTUATION and SPELLING					
<ul style="list-style-type: none"> ● Common noun ● Proper noun ● Possessive noun ● Personal pronoun 	<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>	<ul style="list-style-type: none"> ● Identify and write collective nouns. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences ● IXL D.1-D.3; P.1 	<ul style="list-style-type: none"> ● Common noun ● Proper noun ● Possessive noun ● Personal pronoun 	Critical
<ul style="list-style-type: none"> ● Sentences ● Past tense ● Action verbs 	<p>2.W.6.1b:</p> <p>a. Verbs- Writing sentences that use the past tense of frequently occurring irregular verbs.</p> <p>b. Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<ul style="list-style-type: none"> ● Review action and linking verbs. ● Review past tense verbs- regular and irregular 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences ● IXL H.1-H.2; J.1-J.3 	<ul style="list-style-type: none"> ● Sentences ● Past tense ● Action verbs 	Critical

<ul style="list-style-type: none"> ● Adjective 	<p>2.W.6.1c: Adjective/Adverbs- Writing sentences that use adjectives and adverbs.</p>	<ul style="list-style-type: none"> ● Identify and write adverbs. ● Use adverbs to modify verbs. 	<ul style="list-style-type: none"> ● Class word lists Classroom assessments 	<ul style="list-style-type: none"> ● Adjective 	<p>Critical</p>
<ul style="list-style-type: none"> ● Simple sentence ● Declarative ● Interrogative ● Imperative ● Exclamatory 	<p>2.W.6.1e: Usage- Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<ul style="list-style-type: none"> ● Explain how to know which ending mark is necessary in writing. ● Show correct use of ending punctuation when writing sentences. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences 	<ul style="list-style-type: none"> ● Simple sentence ● Declarative ● Interrogative ● Imperative ● Exclamatory 	<p>Critical</p>
<ul style="list-style-type: none"> ● Greeting ● Month ● Days of the week ● Titles ● Initials in names ● Proper nouns 	<p>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.</p>	<ul style="list-style-type: none"> ● Capitalize titles ● Capitalize proper nouns ● Use correct capitalization, punctuation and spelling in daily work. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes <p>Writing conferences</p>	<ul style="list-style-type: none"> ● Greeting ● Month ● Days of the week ● Titles ● Initials in names ● Proper nouns 	<p>Critical</p>
<ul style="list-style-type: none"> ● Period ● Question mark ● Exclamation mark ● Contractions 	<p>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.</p>	<ul style="list-style-type: none"> ● Identify and correctly use all ending punctuation. ● Write a contraction given the two words that make it up. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes 	<ul style="list-style-type: none"> ● Period ● Question mark ● Exclamation mark ● Contractions 	<p>Critical</p>

	Using commas in greetings and closings of letters, dates, and to separate items in a series.		<ul style="list-style-type: none"> ● Writing conferences <p><i>IXL A.1; W.1,W.2</i></p>		
<ul style="list-style-type: none"> ● Short vowels ● Long vowels ● Consonant blend pattern ● Word families ● Irregular words ● High frequency words 	<p>2.W.6.2c: Spelling-</p> <p>a. Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p> <p>b. Generalizing learned spelling patterns (e.g., word families) when writing words.</p> <p>c. Correctly spelling common irregularly spelled grade-appropriate high frequency words.</p>	<ul style="list-style-type: none"> ● Use word wall to spell high frequency words correctly. ● Memorize common word patterns. ● Apply knowledge of known patterns to help in the spelling of new words. 	<ul style="list-style-type: none"> ● Corporation writing assessment ● Classroom writing projects ● Anecdotal notes ● Writing conferences <p>Word Study Tests</p>	<ul style="list-style-type: none"> ● Short vowels ● Long vowels ● Consonant blend pattern ● Word families ● Irregular words ● High frequency words 	Critical

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.

PRESENTATION of KNOWLEDGE and IDEAS

<ul style="list-style-type: none"> ● Language ● Poems ● Rhymes ● Experience ● Facts ● Sensory details 	<p>2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.</p>	<ul style="list-style-type: none"> ● Recount an experience using sensory details. ● Retell a story with facts. ● Speak audibly. 	<ul style="list-style-type: none"> ● Classroom observation ● Class discussion ● Small group discussion ● Anecdotal notes 	<ul style="list-style-type: none"> ● Language ● Poems ● Rhymes ● Experience ● Facts ● Sensory details 	
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<ul style="list-style-type: none"> ● Sentences 			<ul style="list-style-type: none"> ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Sentences 	
<ul style="list-style-type: none"> ● Language ● Poems ● Rhymes ● Experience ● Facts ● Sensory details ● Sentences 	<p>2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.</p>	<ul style="list-style-type: none"> ● Recount an experience or writing using sensory details. ● Retell a story with facts. ● Speak audibly 	<ul style="list-style-type: none"> ● Classroom observation ● Class discussion ● Small group discussion ● Anecdotal notes ● Progress monitoring running records ● Reading conferences 	<ul style="list-style-type: none"> ● Language ● Poems ● Rhymes ● Experience ● Facts ● Sensory details ● Sentences 	