	Reading Foundational Skills – Grade 2 Print Concepts		Interdisciplinary Literacy Practices	
	No Print Concepts Standard 1 for grade 2.	1	Recognize that text is anything that communicates a message.	
			Employ, develop and refine schema to understand and create text.	
	Phonological Awareness		View literacy experiences as transac-	
	No Dhanalasical Avveyances Standard for grade 2	3	tional, interdisciplinary and transfor- mational.	
	No Phonological Awareness Standard for grade 2.		Utilize receptive and expressive language arts to better understand self, others and the world.	
	Phonics and Word Recognition		Apply strategic practices, with	
	Know and apply grade-level phonics and word analysis skills in decoding words.	5	scaffolding and then independently, to approach new literacy tasks.	
RF.2.3	 a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. 	6	Collaborate with others to create new meaning.	
	 d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. 	7	Utilize digital resources to learn and share with others.	
	f. Recognize and read grade-appropriate irregularly spelled words.		Engage in specialized, discipline- specific literacy practices.	
	Fluency		Apply high loyal cognitive processes	
	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding.	9	Apply high level cognitive processes to think deeply and critically about text.	
DE 2.4				
RF.2.4	b. Orally read grade-level text fluently on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as		Develop a literacy identity that promotes lifelong learning.	
	necessary.		HOME	

	Reading Standards for Literature - Grade 2		Interdisciplinary Literacy Practices	
	Key Ideas and Details		,	
<u>RL.2.1</u>	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.	
<u>RL.2.2</u>	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	2	Employ, develop and refine schema to understand and create text.	
<u>RL.2.3</u>	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RL.2.4</u>	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.	4	guage arts to better understand self, others and the world.	
	and the second s		Apply strategic practices, with	
<u>RL.2.5</u>	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	5	scaffolding and then independently, to approach new literacy tasks.	
<u>RL.2.6</u>	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	6	Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas	l _	Utilize digital resources to learn and	
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of charac-	7	share with others.	
	ters, setting and plot.		Engage in specialized, discipline-	
<u>RL.2.8</u>	(Not applicable to literature)	8	specific literacy practices.	
	Compare/contrast two or more versions of the same story by different authors or from different cul-	9	Apply high level cognitive processes to think deeply and critically about	
<u>RL.2.9</u>	tures.		text.	
	Range of Reading and Level of Text Complexity		Develop a litera accidentii diedee	
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read,	10	Develop a literacy identity that promotes lifelong learning.	
112.2.10	comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		HOME	

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
		1	Recognize that text is anything that		
	RL.1.1	RL.2.1	RL.3.1		communicates a message.
	With prompting and support, ask and answer explicit questions about key ideas and de-	Ask and answer such questions as who, what, where, when, why and how, and make and	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.
	tails, and make and support logical inferences to construct meaning from the text.	support logical inferences to construct meaning from the text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.2.	1		Utilize receptive and expressive lan-
	Ask and answer such QUESTION		MAROON (CAPS) = CONTENT WHY AND HOW, and make and support	4	guage arts to better understand self, others and the world.
	logical inferences to construct i	meaning from the text.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		
	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.				Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RL.1.2	RL.2.2	RL.3.2		share with others.
_	With prompting and support, recognize key details from a summary to demonstrate	Identify implicit and explicit information from a summary to determine the author's mes-	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson	8	Engage in specialized, discipline- specific literacy practices.
	understanding of the author's message, lesson learned and/or moral.	sage, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.2.2	2		Develop a literacy identity that pro-
	Green (italic) = Comp	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
		•	nine the AUTHOR'S MESSAGE, LESSON D FOLKTALES FROM DIVERSE CULTURES.		HOME
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		RATURE		Interdisciplinary	
3. Students will analyze how a a text.	nd why individuals, events, and ideas	develop and interact over the course of		Literacy Practices	
	PROGRESSION		4	Recognize that text is anything that	
RL.1.3	RL.2.3	RL.3.3	1	communicates a message.	
Describe characters, settings and major events in a story, using key details in order to make meaning of the story	Describe how characters in a story respond to major events and challenges in order to make meaning of the story develop-	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	2	Employ, develop and refine schemato understand and create text.	
development.	ment.		3	View literacy experiences as transational, interdisciplinary and transfo	
	MULTIDIMENSIONALITY - RL.2.3	3		mational.	
Green (italic) = Cor	mprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	_	Utilize receptive and expressive lar	
Describe how CHARACTERS in	a story respond to MAJOR EVENTS AN	ND CHALLENGES in order to make	4	guage arts to better understand se	
meaning of the story develop	ment.			others and the world.	
			_	Apply strategic practices, with	
GUID	ING PRINCIPLE FOR READING LITE	DATIDE	5	scaffolding and then independentl to approach new literacy tasks.	
				to approach new increey tasks.	
1	Is and phrases as they are used in a to anings, and analyze how specific wor		6	Collaborate with others to creat new meaning.	
	PROGRESSION		-	Utiliza digital resources to learn o	
RL.1.4	RL.2.4	RL.3.4	7	Utilize digital resources to learn an share with others.	
Identify words and phrases in	Describe how words and	Determine the meaning of words and		-	
stories or poems that suggest feelings or appeal to the senses in order to construct mean-	_	phrases as they are used in a text, dis- tinguishing literal from nonliteral lan- guage, including but not limited	8	Engage in specialized, discipline- specific literacy practices.	
ing.	lines, supply rhythm and shape meaning in a story, poem or song.	to idioms and hyperboles, and describe how those words and phrases shape meaning.	9	Apply high level cognitive processe to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.2.4	4			
•	mprehension Purple (bold) = Analysis ses, including but not limited to REGU	·	10	Develop a literacy identity that promotes lifelong learning.	
	ly rhythm and shape meaning in a sto			HOME	

GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary	
5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.				Literacy Practices	
PROGRESSION				Recognize that text is anything that	
RL.1.5	RL.2.5	RL.3.5	1	communicates a message.	
Recognize major differences between the structures of poems, stories and dramas, including but not limited to	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas' including but not limited	2	Employ, develop and refine schema to understand and create text.	
linear, nonlinear and circular structures.	to linear, non-linear and circular structures.	to linear, non-linear and circular structures.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY - RL.2.	5		Utilize receptive and expressive lan-	
Green (italic) = Comp		MAROON (CAPS) = CONTENT	4	guage arts to better understand self others and the world.	
Describe how parts of the text contribute to the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES. GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		se shape the content and style of a text.	6	Collaborate with others to create new meaning.	
	PROGRESSION			Utilize digital resources to learn and	
RL.1.6 With prompting and support,	RL.2.6 With prompting and support,	RL.3.6	7	share with others.	
identify who is telling the sto- ry at various points in a text.	acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content		Engage in specialized, discipline-specific literacy practices.	
	when reading dialogue aloud, and how those perspectives shape the content of the text.	of the text.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.2.			Davidon a literació de attacta de atracta	
	orehension	MAROON (CAPS) = CONTENT SPECTIVES OF CHARACTERS, including	10	Develop a literacy identity that promotes lifelong learning.	
	* **	ialogue aloud, and how those PERSPEC-		HOME	
TIVES shape the content of the	text.			HOME	

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
12	7. Students will integrate and exmedia and formats.		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.1.7	RL.2.7	RL.3.7	-	communicates a message.
	Use a story's illustrations and details to describe its characters, setting and events.	Use a story's illustrations and words in print/non-print texts to demonstrate understanding	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to	2	Employ, develop and refine schema to understand and create text.
		of characters, setting and plot.	creating mood, character and setting.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.2.			Utilize receptive and expressive lan-
一	Use a story's illustrations and w	orehension Purple (bold) = Analysis ords in PRINT/NON-PRINT TEXTS to	MAROON (CAPS) = CONTENT demonstrate understanding of CHAR-	4	guage arts to better understand self, others and the world.
	ACTERS, SETTING AND PLOT.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR READING LITE	ERATURE		
2	8. Students will delineate and evalidity, reasoning, relevance ar		ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RL.1.8	RL.2.8	RL.3.8	7	share with others.
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.2.			B. d 19
	Green (italic) = Comp (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
					HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
12	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.1.9	RL.2.9	RL.3.9		communicates a message.
	Compare/contrast the adventures and experiences of characters in stories.	Compare/contrast two or more versions of the same story by different authors or from different cultures.	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	2	Employ, develop and refine schema to understand and create text.
					View literacy experiences as transac-
		MULTIDIMENSIONALITY - RL.2.s prehension Purple (bold) = Analysis		3	tional, interdisciplinary and transfor- mational.
	Compare/contrast TWO OR MC ENT CULTURES.	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
	GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION		6	Collaborate with others to create
	RL.1.10	RL.2.10	RL.3.10	6	new meaning.
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using	7	Utilize digital resources to learn and share with others.
	inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate,	summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri-	prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, com-	8	Engage in specialized, discipline- specific literacy practices.
	complex literary texts.	ate, complex literary texts independently and proficiently.	plex literary texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about
		MULTIDIMENSIONALITY - RL.2.1			text.
_		use a variety of comprehension stra	MAROON (CAPS) = CONTENT Itegies (i.e., questioning, monitoring, mining importance) to read, compre-	10	Develop a literacy identity that promotes lifelong learning.
	J. J. J.	5. 51	TEXTS independently and proficiently.		HOME

	Reading Standards for Informational Text - Grade 2		Interdisciplinary Literacy Practices
	Key Ideas and Details		· ·
<u>RI.2.1</u>	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.2.2</u>	Identify implicit and explicit information from a summary to determine the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.2.3</u>	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.2.4</u>	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	4	guage arts to better understand self, others and the world.
			Apply strategic practices, with
<u>RI.2.5</u>	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RI.2.6</u>	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Helian digital resources to leave and
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information con-	7	Utilize digital resources to learn and share with others.
101217	tributes to understanding of the text.		Engage in specialized, discipline-
RI.2.8	Describe how reasons support specific claims the author makes in a text.	8	specific literacy practices.
			Apply high level cognitive processes
<u>RI.2.9</u>	Describe the relationship between information from two or more texts on the same theme or topic.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		Develop a litera proidentity that any
DI 2.40	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read,	10	Develop a literacy identity that pro- motes lifelong learning.
<u>RI.2.10</u>	comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

	GUIDING PRI	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
	1. Students will read closely to ences from it; cite specific tex		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RI.1.1	RI.2.1	RI.3.1		communicates a message.
	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.
	logical inferences to construct meaning from the text.	construct meaning from the text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RI.2.1			Utilize receptive and expressive lan-
_	Green (italic) = Comp Ask and answer such QUESTION		MAROON (CAPS) = CONTENT WHY AND HOW, and make and support	4	guage arts to better understand self, others and the world.
	logical inferences to construct meaning from the text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		INCIPLE FOR READING INFORMA	development; cite specific textual evi-	6	Collaborate with others to create new meaning.
	dence, including summary, para	phrase and direct quotations, to su	pport conclusions drawn from the text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RI.1.2	RI.2.2	RI.3.2		
	With prompting and support, recognize key details from a	Identify implicit and explicit information from a summary to determine the central idea of a	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a	8	Engage in specialized, discipline- specific literacy practices.
•	summary to demonstrate understanding of the central idea of a text.	text.	text.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.2.2	2		Develop a literacy identity that pro-
	Green (italic) = Comp	orehension Purple (bold) = Analysis ormation from a summary to detern	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
	dentity implicit and explicit lift	madon from a summary to determ	THE CENTIAL IDEA OF A TEXT.		HOME
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GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary
3. Students will analyze how and text.		Literacy Practices		
DI 1.2	PROGRESSION	DI 2 2	1	Recognize that text is anything that communicates a message.
RI.1.3 With prompting and support, identify the connection be-	RI.2.3 Describe the connection between individuals, historical	RI.3.3 Describe the relationship between individuals, a series of historical events,	2	Employ, develop and refine schema to understand and create text.
tween individuals, events, ide- as or pieces of information over the course of a text.	events, scientific ideas or concepts or steps in technical procedures over the course of a text.	scientific ideas or concepts or steps in technical procedures over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.2.3 orehension Purple (bold) = Analysis en INDIVIDUALS, HISTORICAL EVENT		4	Utilize receptive and expressive language arts to better understand self, others and the world.
STEPS IN TECHNICAL PROCEDUR		<i>'</i>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
4. Students will interpret words		ext, including determining technical, con-	6	Collaborate with others to create new meaning.
notative and figurative meanings	progression	oices shape meaning or tone.	7	Utilize digital resources to learn and share with others.
RI.1.4 Ask and answer questions to help determine or clarify the	RI.2.4 Determine the meaning of general academic words and	RI.3.4 Determine the meaning of general academic words and phrases in a grade-	8	Engage in specialized, discipline- specific literacy practices.
meaning of words and phrases in a grade-level text.	phrases and how those words and phrases shape meaning in a grade-level text.	level text, and describe how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
i i	MULTIDIMENSIONALITY - RI.2.4 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
shape meaning in a GRADE-LEVE		S and how those words and phrases		HOME

	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
12	5. Students will analyze the strutions of the text relate to each of		ic sentences, paragraphs and larger por-		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.1.5	RI.2.5	RI.3.5	_	communicates a message.
	Know and use various text features, including but not limited to headings, tables of	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and de-	Identify and describe informational text structures, including comparison, cause/effect and problem/solution	2	Employ, develop and refine schema to understand and create text.
	contents, glossaries, captions, bold print, subheadings, in- dexes, electronic menus and icons to locate key facts or	scribe the logical connection between particular sentences and paragraphs in a text and	structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall	3	View literacy experiences as transactional, interdisciplinary and transformational.
	information in a text.	how they contribute to the overall structure. MULTIDIMENSIONALITY - RI.2.5	structure.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Green (italic) = Comp Identify and describe INFORMAT SCRIPTIVE STRUCTURES, and des	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	in a text and how they contribut	te to the overall structure. INCIPLE FOR READING INFORMA	ATIONAL TEXT	6	Collaborate with others to create new meaning.
1	6. Students will analyze how po	int of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RI.1.6 Distinguish between infor-	RI.2.6 Identify the main purpose of a	RI.3.6 Distinguish their own perspective from	8	Engage in specialized, discipline- specific literacy practices.
	mation provided by pictures or other illustrations and information provided by the words in a text.	text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	that of the author of a text, and describe how various perspectives shape the content and style of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com _l	MULTIDIMENSIONALITY - RI.2.6 prehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
	Identify the MAIN PURPOSE of a and how that purpose shapes the		nts to ANSWER, EXPLAIN OR DESCRIBE,		HOME

	NCIPLE FOR READING INFORMA	non-print forms of text found in diverse		Interdisciplinary	
media and formats.				Literacy Practices	
	PROGRESSION		1	Recognize that text is anything that	
RI.1.7	RI.2.7	RI.3.7		communicates a message.	
text to describe its key ideas.	Identify information gained from visuals and words in the text, and explain how that in-	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side	2	Employ, develop and refine schema to understand and create text.	
	formation contributes to understanding of the text.	bars, contribute to the meaning and clarity of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
<u></u>	MULTIDIMENSIONALITY - RI.2.7			Utilize receptive and expressive lan-	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Identify information gained from VISUALS AND WORDS in the text, and explain how that information con-				
tributes to understanding of the	tributes to understanding of the text.				
		ars and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
validity, reasoning, relevance and	·		_	Utilize digital resources to learn an	
DI 4 0	PROGRESSION	DI 2.0	7	share with others.	
sons an author gives to sup-	RI.2.8 Describe how reasons support specific claims the author	RI.3.8 Describe how reasons and evidence support specific claims the author	8	Engage in specialized, discipline- specific literacy practices.	
port the claim in a text.	makes in a text.	makes in a text.	9	Apply high level cognitive processes to think deeply and critically about text.	
N	MULTIDIMENSIONALITY - RI.2.8	3		Develop a literacy identity that pro-	
	rehension Purple (bold) = Analysis		10	motes lifelong learning.	
Describe now KEASONS support	specific CLAIMS the author makes	III a text.		HOME	

GUIDING PRIN9. Students will analyze how two knowledge or to compare the app		Interdisciplinary Literacy Practices		
knowledge of to compare the app	PROGRESSION			Recognize that text is anything tha
RI.1.9	RI.2.9	RI.3.9	1	communicates a message.
themes or topics.	Describe the relationship be- tween information from two or more texts on the same theme or topic.	Explain the relationship between information from two or more texts on the same theme or topic.	2	Employ, develop and refine scher to understand and create text.
	MULTIDIMENSIONALITY - RI.2.5	MAROON (CAPS) = CONTENT	3	View literacy experiences as transtional, interdisciplinary and transmational.
Describe the relationship between IC.	en information from TWO OR MO	RE TEXTS ON THE SAME THEME OR TOP-	4	Utilize receptive and expressive I guage arts to better understand so others and the world.
GUIDING PRIN 10. Students will read, comprehe ly.	5	Apply strategic practices, with scaffolding and then independen to approach new literacy tasks.		
	PROGRESSION			
RI.1.10	RI.2.10	RI.3.10	6	new meaning.
tioning, monitoring, visualizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using pri-	7	Utilize digital resources to learn a share with others.
prior knowledge, determining importance) to make sense of grade-level appropriate,	summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri-	or knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	8	Engage in specialized, discipline- specific literacy practices.
	ate, complex informational texts independently and proficiently. MULTIDIMENSIONALITY - RI.2.1		9	Apply high level cognitive proces to think deeply and critically abo text.
		COAC		
Green (Italic) = Compr	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend			
				motes lifelong learning.

	Н		Interdisciplinary Literacy Practices		
	s regarding the placement of the adiness and handwriting curriculu	1	Recognize that text is anything that communicates a message.		
HW. 2.1	Introduce formation of all uppe			2	Employ, develop and refine schema to understand and create text.
	HW.1.1 Legibly print all upper- and	PROGRESSION HW.2.1 Introduce formation of all up-	HW.3.1 Legibly form cursive letters, words,	3	View literacy experiences as transactional, interdisciplinary and transfor-
	lowercase letters and numerals with correct form.	per- and lowercase cursive letters.	and sentences with accepted norms.		mational. Utilize receptive and expressive lan-
				4	guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
		101			HOME

	Composition – Grade 2		Interdisciplinary Literacy Practices		
	Text Types and Purposes	4	Recognize that text is anything that		
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with	1	communicates a message.		
	supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2	Employ, develop and refine schema to understand and create text.		
	every writing experience must utilize those digital resources.)		View literacy experiences as transac-		
<u>C.2.1</u>	a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	3	tional, interdisciplinary and transfor- mational.		
	b. Introduce the topic, followed by opinion statement, and create an organizational structure.c. Provide reasons with details to support the opinion.	4	Utilize receptive and expressive lan- guage arts to better understand self,		
	d. Use grade-appropriate transitions.		others and the world.		
	 Provide a concluding section. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic	6	Collaborate with others to create new meaning.		
	and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	7	Utilize digital resources to learn and share with others.		
	 With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	8	Engage in specialized, discipline- specific literacy practices.		
<u>C.2.2</u>	b. Introduce the topic.		Apply high level cognitive processes		
	c. Supply information with detail to develop the topic.d. Use grade-appropriate conjunctions to develop text structure within sentences.	9	to think deeply and critically about		
	e. Use grade-appropriate transitions to develop text structure across paragraphs.		text.		
	f. Provide a concluding section.	40	Develop a literacy identity that pro-		
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	10	motes lifelong learning.		
			HOME		

	Composition – Grade 2	Interdisciplinary Literacy Practices		
	Text Types and Purposes	1	Recognize that text is anything that communicates a message.	
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not eve-	2	Employ, develop and refine schema to understand and create text.	
	ry writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organiza-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
<u>C.2.3</u>	tion are appropriate to task and purpose.b. Recount a single event or multiple events, memories or ideas.c. Include details which describe actions, thoughts, emotions.		Utilize receptive and expressive language arts to better understand self, others and the world.	
	d. Use temporal words and phrases to signal event order.e. Create a sense of closure.f. With guidance and support from peers and adults, develop and strengthen writing as needed by	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	planning, revising and editing. Production and Distribution		Collaborate with others to create new meaning.	
<u>C.2.4</u>	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	7	Utilize digital resources to learn and share with others.	
C.2.5	Research to Build and Present Knowledge Conduct shared research and writing projects that build knowledge about a topic.	8	Engage in specialized, discipline-specific literacy practices.	
<u>C.2.6</u>	Collect information from real-world experiences or provided sources to answer or generate questions.	9	Apply high level cognitive processes to think deeply and critically about text.	
	Range of Writing	10	Develop a literacy identity that promotes lifelong learning.	
<u>C.2.7</u>	(Begins in grade 3)		HOME	

GUIDING PRINCIPLES FOR COMPOSITION Interdisciplinary 1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using **Literacy Practices** valid reasoning and relevant and sufficient evidence. Recognize that text is anything that 1 **PROGRESSION** communicates a message. C.2.1 C.1.1 C.3.1 Compose opinion pieces, using a Compose opinion pieces, using a Compose opinion pieces, using a Employ, develop and refine schema 2 combination of drawing, diccombination of writing and digital combination of writing and digito understand and create text. tal resources, on topics or texts, tating, writing and digital reresources, on topics or texts, with View literacy experiences as transacwith supporting reasons. sources, to state the topic and an supporting reasons. 3 tional, interdisciplinary and transforopinion. mational. (NOTE: Students must have the (NOTE: Students must have the (NOTE: Students must have the Utilize receptive and expressive lanopportunity throughout the year opportunity throughout the year opportunity throughout the year 4 guage arts to better understand self, to utilize digital resources, but not to utilize digital resources, but to utilize digital resources, but others and the world. every writing experience must not every writing experience not every writing experience Apply strategic practices, with utilize those digital resources.) must utilize those digital remust utilize those digital re-5 scaffolding and then independently, sources.) sources.) to approach new literacy tasks. a. With guidance and support a. With guidance and support a. With guidance and support Collaborate with others to create 6 from adults, strengthen from adults, produce writing from adults, strengthen new meaning. writing through peer collaboin which the development writing through peer collaboration and adding details and organization are approration and adding details Utilize digital resources to learn and 7 through writing and/or picpriate to task and purpose. through writing and/or picshare with others. tures as needed. tures as needed. Engage in specialized, discipline-8 b. Introduce the topic, followed b. Introduce the topic, followed b. Introduce the topic. specific literacy practices. by opinion statement, and by opinion statement, and create an organizational struccreate an organizational Apply high level cognitive processes ture. structure. 9 to think deeply and critically about text. Provide reasons with details Provide reasons with elabo-Provide reasons with details

rate details to support the

opinion.

10

Develop a literacy identity that pro-

motes lifelong learning.

HOME



to support the opinion.

to support the opinion.

PROGRESSION				Interdisciplinary			
	C.1.1		C.2.1		C.3.1		Literacy Practices
d.	Use grade-appropriate tran-	d.	0 11 1	d.	Use grade-appropriate transi-		
0	sitions. Provide a concluding sec-		sitions. Provide a concluding section.		tions. Provide a concluding section.	1	Recognize that text is anything that communicates a message.
	tion.		-		-	2	Employ, develop and refine schema to understand and create text.
f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, re-	f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revis-	f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising	3	View literacy experiences as transactional, interdisciplinary and transformational.
	vising and editing.		ing and editing.		and editing.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
						5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
						6	Collaborate with others to create new meaning.
						7	Utilize digital resources to learn and share with others.
						8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that promotes lifelong learning.
							HOME

	MULTIDIMENSIONALITY - C.2.1		Interdisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
J	Compose OPINION PIECES, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>eve-</u> <u>ry</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.b. Introduce the topic, followed by an OPINION STATEMENT, and create an organizational structure.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	c. Provide reasons with details to support the opinion. d. Use grade-appropriate TRANSITIONS.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
			HOME

	GUIDII		Interdisciplinary		
	2. Students will compose information of a second compose information of the		Literacy Practices		
	and accurately through the effective selection, organization and analysis of content. PROGRESSION				Recognize that text is anything that communicates a message.
	C.1.2	C.2.2	C.3.2		Employ, develop and refine schema
	Compose informative and/or explanatory texts, using a com-	Compose informative and/or explanatory texts, using writing and	Compose informative and/or ex- planatory texts, using writing and	2	to understand and create text.
	bination of drawing, dictating,	digital resources, to establish a	digital resources, to examine a		View literacy experiences as transac-
	writing and digital resources, to establish a topic and provide	topic and provide information about the topic.	topic and provide information.	3	tional, interdisciplinary and transfor- mational.
	information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen (NOTE: Students must have the opport to utilize the support and support from adults, strengthen	(NOTE: Students must have the	(NOTE: Students must have the	4	Utilize receptive and expressive language arts to better understand self, others and the world.
/		to utilize digital resources, but not every writing experience must utilize those digital resources.) port a. With guidance and support from adults, strengthen writing through peer collaborails	opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	oration and adding details through writing and/or pictures as needed.			8	Engage in specialized, discipline- specific literacy practices.
	b. Introduce the topic. b. Introduce the topic.	 b. Introduce a topic and group related information together; include illustrations when 	9	Apply high level cognitive processes to think deeply and critically about text.	
			useful to aiding comprehension.	10	Develop a literacy identity that promotes lifelong learning.
		707			HOME

		Interdisciplinary		
C.1.2	C.2.2	C.3.2		Literacy Practices
c. Supply information with de- tail to develop the topic.	c. Supply information with detail to develop the topic.	c. Develop the topic with facts, definitions and details.	1	Recognize that text is anything that communicates a message.
 d. Use grade-appropriate conjunctions to develop text structure within sentences. 	 d. Use grade-appropriate conjunctions to develop text structure within sentences. 	 d. Use grade-appropriate conjunctions to develop text structure within sentences. 	2	Employ, develop and refine schema to understand and create text.
e. Use grade-appropriate tran-	e. Use grade-appropriate transi-	e. Use grade-appropriate transi-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
sitions to develop text struc- ture across paragraphs.	tions to develop text structure across paragraphs.	tions to develop text struc- ture across paragraphs.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
f. Provide a concluding section.	f. Provide a concluding section.	f. Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g. With guidance and support from peers and adults, develop and strengthen writing	g. With guidance and support from peers and adults, develop and strengthen writing as	g. With guidance and support from peers and adults, develop and strengthen writing as	6	Collaborate with others to create new meaning.
as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	needed by planning, revising and editing.	7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.2.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	Interdisciplinary Literacy Practices		
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS , using writing and digital resources, to establish a topic and provide information about the topic.	1	Recognize that text is anything that communicates a message.	
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.	
With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. https://doi.org/10.1007/j.japan.com/doi.org/1	3	View literacy experiences as transactional, interdisciplinary and transfor-	
 b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences. 	4	mational. Utilize receptive and expressive language arts to better understand self, others and the world.	
Use grade-appropriate TRANSITIONS to develop text structure across paragraphs. Provide a concluding section. With guidance and support from peers and adults, develop and strengthen writing as needed by plan-		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.	
	7	Utilize digital resources to learn and share with others.	
	8	Engage in specialized, discipline- specific literacy practices.	
	9	Apply high level cognitive processes to think deeply and critically about text.	
	10	Develop a literacy identity that pro- motes lifelong learning.	
		HOME	

	GUIDI		Interdisciplinary		
	3. Students will compose narrative		Literacy Practices		
•	technique, well-chosen details and	1	Recognize that text is anything that communicates a message.		
			communicates a message.		
	C.1.3 Compose narratives, using a combination of drawing, dic-	C.2.3 Compose narratives, using writing and digital resources, to	C.3.3 Compose narratives, using writing and digital resources, to develop	2	Employ, develop and refine schema to understand and create text.
	tating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective	develop real or imagined experi- ences or multiple events or ide- as, using effective technique, descriptive details and clear se-	real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	technique, descriptive details and clear sequences.	quences.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital re-	NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	sources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. sources.) a. With guidance and s from adults, produce in which the development and organization are priate to task and purpose.	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or	 a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or charac- 	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
		•	ters; organize an event sequence that reflects linear, non-linear and or circular structure.	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
					HOME

PROGRESSION				Interdisciplinary			
	C.1.3		C.2.3		C.3.3		Literacy Practices
C.	Include details which describe actions, thoughts, emotions.	c.	Include details which describe actions, thoughts, emotions.	C.	Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the re-	1	Recognize that text is anything that communicates a message.
					sponse of characters to situations.	2	Employ, develop and refine schema to understand and create text.
d.	Use temporal words and phrases to signal event order.	d.	Use temporal words and phrases to signal event order.	d.	Use temporal words and phrases to signal event order.	3	View literacy experiences as transactional, interdisciplinary and transformational.
e.		e.	Create a sense of closure.	e.	Create a sense of closure that follows the narrated experi-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
f.	With guidance and support	f.	With guidance and support	f.	ences or events. With guidance and support	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	from peers and adults, develop and strengthen writing as needed by plan-		from peers and adults, devel- op and strengthen writing as needed by planning, revising		from peers and adults, develop and strengthen writing as needed by planning, revising	6	Collaborate with others to create new meaning.
	ning, revising and editing.		and editing.		and editing.	7	Utilize digital resources to learn and share with others.
						8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that promotes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.2.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose NARRATIVES, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
 a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
c. Include details which describe actions, thoughts, emotions.d. Use temporal words and phrases to signal event order.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
 e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	GUID		Interdisciplinary		
	4. Students will use digital resource with others.	Literacy Practices			
		PROGRESSION		_	Recognize that text is anything that
	C.1.4	C.2.4	C.3.4	1	communicates a message.
	adults, use a variety of digital adults,	With guidance and support from adults, use a variety of digital resources to create and publish	With guidance and support from adults, use digital resources to create and publish products as well as	2	Employ, develop and refine schema to understand and create text.
	products, including in collaboration with peers.	products, including in collaboration with peers.	to interact and collaborate with others.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - C.2.4		_	Utilize receptive and expressive lan-
	Green (italic) = Compre	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
	With guidance and support from adults, <i>use a</i> VARIETY OF DIGITAL RESOURCES to create and publish products, including in collaboration with peers.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		NG PRINCIPLES FOR COMPOSITION Well as more sustained research proj		6	Collaborate with others to create new meaning.
	demonstrating understanding of t	• •	cets basea on rocasea questions,	7	Utilize digital resources to learn and share with others.
		PROGRESSION		'	
	C.1.5 With guidance and support, participate in shared research and writing projects. Conduct shared research and writing projects that build knowledge about a topic	C.3.5 Conduct short research projects that build knowledge about a topic.	8	Engage in specialized, discipline- specific literacy practices.	
		knowledge about a topic	g	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.2.5				Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
	Conduct shared RESEARCH and writing projects that build knowledge about a topic.				НОМЕ

	GUI		Interdisciplinary		
	6. Students will gather relevant		Literacy Practices		
	and accuracy of each source an	Litteracy Fractices			
	search while avoiding plagiarism	1	Recognize that text is anything that		
	PROGRESSION C.1.6 C.2.6 C.3.6				communicates a message.
	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Collect information from real-world experiences or provided sources to answer or generate questions.	Summarize information from experiences or gather information from print and digital sources; take brief	2	Employ, develop and refine schema to understand and create text.
			notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	3	View literacy experiences as transactional, interdisciplinary and transformational.
					Utilize receptive and expressive language arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.2.6 (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT from real-world experiences or provided sources to answer or generate questions.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUI	IDING PRINCIPLE FOR COMPOSITIO	DN	6	Collaborate with others to create new meaning.
	7. Students will compose routing and audiences.	nely over extended and shorter time fr	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	C.1.7 (Begins in grade 3)	C.2.7 (Begins in grade 3)	C.3.7 Compose routinely over extended	8	Engage in specialized, discipline- specific literacy practices.
/			time frames and shorter time frames for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	1AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.	
	(Begins in grade 3)				HOME

	Language – Grade 2	Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that
	In writing or speaking, demonstrate appropriate use of: a. collective nouns.	1	communicates a message.
<u>L.2.1</u>	 b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. 	2	Employ, develop and refine schema to understand and create text.
	e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences. When writing.	3	View literacy experiences as transactional, interdisciplinary and transformational.
<u>L.2.2</u>	 When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Knowledge of Language		to approach flew literacy tasks.
<u>L.2.3</u>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	6	Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use		Utilize digital resources to learn and
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		share with others.
<u>L.2.4</u>	 a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 	8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.2.5</u>	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).		Develop a literacy identity that promotes lifelong learning.
			HOME

	GUID	ING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	1. Students will demonstrate comm				
	writing and speaking.		Literacy Practices		
			Recognize that text is anything that		
	L.1.1	L.2.1	L.3.1	1	communicates a message.
	 When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts. 	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding, and rearranging complete simple and compound sentences.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. form and use regular and irregular plural nouns. c. use abstract nouns. d. form and use regular and irregular verbs. e. use verb tenses. f. ensure subject-verb and pronoun-antecedent agreement. g. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	2 3 4 5 6	Employ, develop and refine schema to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive language arts to better understand self, others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn and share with others.
			nating conjunctions. i. produce simple, compound and complex sentences.	8	Engage in specialized, discipline-
	M	ULTIDIMENSIONALITY - L.2.1			specific literacy practices.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT In writing or speaking, demonstrate appropriate use of: a. COLLECTIVE NOUNS. b. FREQUENTLY OCCURRING IRREGULAR NOUNS. c. REFLEXIVE PRONOUNS. d. PAST TENSE OF FREQUENTLY OCCURRING IRREGULAR VERBS.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
	e. ADJECTIVES AND ADVERBS in sentence formation. f. producing, expanding and rearranging COMPLETE SIMPLE AND COMPOUND SENTENCES. 116				HOME

GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary		
2. Students will demonstrate com and spelling when writing.	2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.					
	PROGRESSION			Recognize that text is anything that		
L.1.2	L.2.2	L.3.2	1	communicates a message.		
When writing:	When writing:	When writing:				
 a. Capitalize proper nouns, in- cluding but not limited to dates and names of people. 		a. Capitalize appropriate words in titles	2	Employ, develop and refine schema to understand and create text.		
b. Demonstrate appropriate use of end punctuation.	and geographic names. b. Demonstrate appropriate	b. Use commas in addresses.c. Use commas and quotation marks in dialogue.	3	View literacy experiences as transactional, interdisciplinary and transfor-		
c. With prompting and support, produce and write commas in	use of commas in varied	, and the second		mational.		
dates and to separate single words in a series. d. Use conventional spelling for	dates and to separate single communication formats words in a series. (e.g., letter, email, blog).	e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words.	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phone-	contractions and possessives. d. Generalize spelling patterns.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
mic awareness and spelling conventions.	mic awareness and spelling solf shock and correct		6	Collaborate with others to create new meaning.		
			7	Utilize digital resources to learn and share with others.		
	MULTIDIMENSIONALITY - L.2.2		8	Engage in specialized, discipline- specific literacy practices.		
Green (italic) = Compr	ehension Purple (bold) = Analysis N	IAROON (CAPS) = CONTENT		Apply high level cognitive processes		
	a. Capitalize PROPER NOUNS, including but not limited to HOLIDAYS, PRODUCT NAMES AND GEOGRAPHIC			to think deeply and critically about text.		
,	NAMES. b. Demonstrate appropriate use of COMMAS IN VARIED COMMUNICATION FORMATS (e.g., letter, email, blog).					
c. Use APOSTROPHE to form CONTR		(c.g., letter, email, 510g).	10	Develop a literacy identity that pro- motes lifelong learning.		
d. Generalize SPELLING PATTERNS.	hock and correct enalling			HOME		
e. Ose rejerence materials to self-ci	e. Use reference materials to self-check and correct spelling.					

	GUII		Interdisciplinary		
	3. Students will apply knowledge of to make effective choices for mean	Literacy Practices			
		PROGRESSION	, ,	1	Recognize that text is anything that communicates a message.
	L.1.3	L.2.3	L.3.3		
	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
		a. Compare formal and informal uses of English.	a. Choose words and phrases for effect.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			b. Recognize and observe differ- ences between the conventions of spoken and written Standard	4	Utilize receptive and expressive language arts to better understand self, others and the world.
•			English.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	M Green (italic) = Compre	8	Engage in specialized, discipline- specific literacy practices.		
_	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare FORMAL AND INFORMAL uses of English.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
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4. Students will use a variety of stsulting reference material when a		Interdisciplinary Literacy Practices		
1	ords and phrases sufficient for reading	, , ,	1	Recognize that text is anything that communicates a message.
L.1.4 Determine or clarify the meaning	PROGRESSION L.2.4 Determine or clarify the meaning	L.3.4 Determine or clarify the meaning of	2	Employ, develop and refine schema to understand and create text.
of unknown and multiple- meaning words and phrases based on grade 1 reading and	of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexi-	3	View literacy experiences as transactional, interdisciplinary and transformational.
content, choosing flexibly from an array of strategies. a. Use sentence-level context as	a. Use sentence-level context as a clue to the meaning of a word or phrase. gies. a. Use sentence-level context as a clue to the meaning of a phrase.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
a clue to the meaning of a word or phrase.b. Identify common affixes and		b. Determine the meaning of the	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
how they change the mean- ing of a word.	new word formed when a known prefix is added to a known word.	new word formed when a known affix is added to a known word.	6	Collaborate with others to create new meaning.
 a. With guidance and support, identify frequently occurring root words and their inflec- 	c. Use a known root word as a clue to the meaning of an un-known word with the same	 Use a known root word as a clue to the meaning of an unknown word with the same root. 	7	Utilize digital resources to learn and share with others.
tional forms.	root.		8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME

				Interdisciplinary	
	L.1.4	L.2.4	L.3.4		
	quired through conversa- ing of inditions, reading and being read dict the m	 d. Use knowledge of the meaning of individual words to predict the meaning of compound words. 	 d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. 	1	Recognize that text is anything that communicates a message.
_	including using frequently occurring conjunctions to signal simple relationships.	 e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases ac- 	e. Acquire and use accurately grade-appropriate conversation-al, general academic, and do-	2	Employ, develop and refine schema to understand and create text.
			main-specific words and phrases, including those that signal spatial and temporal rela-	3	View literacy experiences as transactional, interdisciplinary and transformational.
		quired through conversations, reading and being read to, and responding to texts, in- cluding using adjectives and	tionships.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		adverbs to describe.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	N	IULTIDIMENSIONALITY - L.2.4		6	Collaborate with others to create new meaning.
		ehension Purple (bold) = Analysis M of unknown and multiple-meaning w		7	Utilize digital resources to learn and share with others.
	reading and content, choosing flexibly from an array of strategies. a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.			8	Engage in specialized, discipline- specific literacy practices.
	c. Use a known ROOT WORD as				Apply high level cognitive processes to think deeply and critically about text.
	f. Use words and phrases acqui	dictionaries to determine or clarify the red through conversations, reading CTIVES AND ADVERBS to describe.		10	Develop a literacy identity that promotes lifelong learning.
					HOME

	GUI		Interdisciplinary		
	5. Students will demonstrate unde	Literacy Practices			
		PROGRESSION			Recognize that text is anything that
	L.1.5	L.2.5	L.3.5	1	communicates a message.
	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding	relationships and nuances in meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to synonyms and anto-size in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that do	2	Employ, develop and refine schema to understand and create text.
	a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.	of words by relating them to their synonyms and anto-nyms.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	b. Define words by category and by one or more key attributes (e.g., a duck is a bird that	b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	swims; a tiger is a large cat with stripes). c. Demonstrate understanding			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	of words by relating them to their synonyms and anto- nyms.			6	Collaborate with others to create new meaning.
	 Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensi- 			7	Utilize digital resources to learn and share with others.
	ty (e.g., large, gigantic).			8	Engage in specialized, discipline- specific literacy practices.
	Construitie) Constr	9	Apply high level cognitive processes to think deeply and critically about		
♬	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related			10	Develop a literacy identity that promotes lifelong learning.
	adjectives (e.g., thin, slender).			HOME	