

Reading Foundational Skills – Grade 2

Print Concepts

No Print Concepts Standard 1 for grade 2.

Phonological Awareness

No Phonological Awareness Standard for grade 2.

Phonics and Word Recognition

RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.
- 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.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4

Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Orally read grade-level text fluently on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

Reading Standards for Literature - Grade 2

Interdisciplinary Literacy Practices

Key Ideas and Details

[RL.2.1](#)

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.

[RL.2.2](#)

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.

[RL.2.3](#)

Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

Craft and Structure

[RL.2.4](#)

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.

[RL.2.5](#)

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.

[RL.2.6](#)

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.

Integration of Knowledge and Ideas

[RL.2.7](#)

Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.

[RL.2.8](#)

(Not applicable to literature)

[RL.2.9](#)

Compare/contrast two or more versions of the same story by different authors or from different cultures.

Range of Reading and Level of Text Complexity

[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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION

	RL.1.1	RL.2.1	RL.3.1
	With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	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.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.

MULTIDIMENSIONALITY - RL.2.1

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>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.</p>
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GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION

	RL.1.2	RL.2.2	RL.3.2
	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	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.	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

MULTIDIMENSIONALITY - RL.2.2

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>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.</p>
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HOME

GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

PROGRESSION



RL.1.3

Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

RL.2.3

Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

RL.3.3

Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.

MULTIDIMENSIONALITY - RL.2.3



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Describe how **CHARACTERS** in a story *respond* to **MAJOR EVENTS AND CHALLENGES in order to make meaning of the story development.**

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4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION



RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

RL.2.4

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.

RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.

MULTIDIMENSIONALITY - RL.2.4



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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.

GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION

RL.1.5

Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

RL.2.5

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.

RL.3.5

Describe and provide evidence for 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.

MULTIDIMENSIONALITY - RL.2.5



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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**.

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GUIDING PRINCIPLE FOR READING LITERATURE



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION

RL.1.6

With prompting and support, identify who is telling the story at various points in a text.

RL.2.6

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.

RL.3.6

Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.


MULTIDIMENSIONALITY - RL.2.6




Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

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**.


GUIDING PRINCIPLE FOR READING LITERATURE

 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION

	RL.1.7	RL.2.7	RL.3.7
	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 of characters, setting and plot.	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.

MULTIDIMENSIONALITY - RL.2.7

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Use a story's illustrations and words in **PRINT/NON-PRINT TEXTS** **to demonstrate understanding of** **CHARACTERS, SETTING AND PLOT.**

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GUIDING PRINCIPLE FOR READING LITERATURE

 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

	RL.1.8	RL.2.8	RL.3.8
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.2.8

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
 (Not applicable to literature)

GUIDING PRINCIPLE FOR READING LITERATURE



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.

PROGRESSION



RL.1.9

Compare/contrast the adventures and experiences of characters in stories.

RL.2.9

Compare/contrast two or more versions of the same story by different authors or from different cultures.

RL.3.9

Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.

MULTIDIMENSIONALITY - RL.2.9



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Compare/contrast **TWO OR MORE VERSIONS** of the same story by **DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES**.

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GUIDING PRINCIPLE FOR READING LITERATURE



10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

PROGRESSION



RL.1.10

With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.

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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

RL.3.10

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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

MULTIDIMENSIONALITY - RL.2.10



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 and **analyze** **GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS** independently and proficiently.

Reading Standards for Informational Text - Grade 2

Interdisciplinary Literacy Practices

Key Ideas and Details

[RI.2.1](#)

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.

[RI.2.2](#)

Identify implicit and explicit information from a summary to determine the central idea of a text.

[RI.2.3](#)

Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

Craft and Structure

[RI.2.4](#)

Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.

[RI.2.5](#)

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.

[RI.2.6](#)

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.

Integration of Knowledge and Ideas

[RI.2.7](#)

Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.

[RI.2.8](#)

Describe how reasons support specific claims the author makes in a text.

[RI.2.9](#)

Describe the relationship between information from two or more texts on the same theme or topic.

Range of Reading and Level of Text Complexity

[RI.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, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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.

PROGRESSION

	RI.1.1	RI.2.1	RI.3.1
	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	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.	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

MULTIDIMENSIONALITY - RI.2.1

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>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.</p>
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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



2. Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

PROGRESSION

	RI.1.2	RI.2.2	RI.3.2
	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	Identify implicit and explicit information from a summary to determine the central idea of a text.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

MULTIDIMENSIONALITY - RI.2.2

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Identify implicit and <i>explicit information from a summary</i> to determine the CENTRAL IDEA of a text.</p>
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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

PROGRESSION

RI.1.3

With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.

RI.2.3

Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

RI.3.3

Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

MULTIDIMENSIONALITY - RI.2.3

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Describe the connection between INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES *over the course of a text.*

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4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.

RI.2.4

Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.

RI.3.4

Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

MULTIDIMENSIONALITY - RI.2.4

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Determine the meaning of general **ACADEMIC WORDS AND PHRASES** and **how those words and phrases shape meaning** in a **GRADE-LEVEL TEXT**.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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.

PROGRESSION

	RI.1.5	RI.2.5	RI.3.5
	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	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.	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.

MULTIDIMENSIONALITY - RI.2.5

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Identify and describe</i> INFORMATIONAL TEXT STRUCTURES, including SEQUENCE/CHRONOLOGICAL AND DESCRIPTIVE STRUCTURES, and <i>describe the logical connection between particular sentences and paragraphs</i> in a text and how they contribute to the overall structure.</p>
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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION

	RI.1.6	RI.2.6	RI.3.6
	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	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.	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.

MULTIDIMENSIONALITY - RI.2.6

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Identify the</i> 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.</p>
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HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION

	RI.1.7	RI.2.7	RI.3.7
	Use the visuals and details in a text to describe its key ideas.	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

MULTIDIMENSIONALITY - RI.2.7



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Identify information gained from **VISUALS AND WORDS** in the text, and **explain how that information contributes to understanding** of the text.

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8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

	RI.1.8	RI.2.8	RI.3.8
	Identify the claim and the reasons an author gives to support the claim in a text.	Describe how reasons support specific claims the author makes in a text.	Describe how reasons and evidence support specific claims the author makes in a text.

MULTIDIMENSIONALITY - RI.2.8



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Describe how **REASONS** support specific **CLAIMS** *the author makes* in a text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



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.

PROGRESSION

	RI.1.9	RI.2.9	RI.3.9
	Identify information from two or more texts on similar themes or topics.	Describe the relationship between 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.

MULTIDIMENSIONALITY - RI.2.9

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Describe the relationship between <i>information</i> from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.</p>
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Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



10. Students will read, comprehend and analyze complex informational texts independently and proficiently.

PROGRESSION

	RI.1.10	RI.2.10	RI.3.10
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	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 and analyze grade-level appropriate, complex informational texts independently and proficiently.	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 and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.2.10

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p>
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Handwriting - Grade 2

NOTE

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

**HW.
2.1**

Introduce formation of all upper- and lowercase cursive letters.

PROGRESSION

HW.1.1

Legibly print all upper- and lowercase letters and numerals with correct form.

HW.2.1

Introduce formation of all upper- and lowercase cursive letters.

HW.3.1

Legibly form cursive letters, words, and sentences with accepted norms.

Interdisciplinary Literacy Practices

1

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10

Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 2

Interdisciplinary Literacy Practices

Text Types and Purposes

C.2.1

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

(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 writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic, followed by opinion statement, and create an organizational structure.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate transitions.
- 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.

C.2.2

Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic 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.)

- 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.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate conjunctions to develop text structure within sentences.
- e. Use grade-appropriate transitions to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

1

Recognize that text is anything that communicates a message.

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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

Composition – Grade 2

Interdisciplinary Literacy Practices

Text Types and Purposes

C.2.3

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 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.
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- 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 planning, revising and editing.

1

Recognize that text is anything that communicates a message.

2

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3

View literacy experiences as transactional, interdisciplinary and transformational.

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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.

C.2.4

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.

Research to Build and Present Knowledge

C.2.5

Conduct shared research and writing projects that build knowledge about a topic.

8

Engage in specialized, discipline-specific literacy practices.

C.2.6

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

C.2.7

(Begins in grade 3)

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLES FOR COMPOSITION



1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PROGRESSION

C.1.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

(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 writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic.

c. Provide reasons with details to support the opinion.

C.2.1

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

(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 writing through peer collaboration and adding details through writing and/or pictures as needed.

b. Introduce the topic, followed by opinion statement, and create an organizational structure.

c. Provide reasons with details to support the opinion.

C.3.1

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

(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, produce writing in which the development and organization are appropriate to task and purpose.

b. Introduce the topic, followed by opinion statement, and create an organizational structure.

c. Provide reasons with elaborate details to support the opinion.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

PROGRESSION				Interdisciplinary Literacy Practices	
	C.1.1	C.2.1	C.3.1		
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	1	Recognize that text is anything that communicates a message.
	e. Provide a concluding section.	e. Provide a concluding section.	e. Provide a concluding section.	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, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				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	



Compose OPINION PIECES, using a combination of writing and digital resources, *on topics or texts*, **with supporting reasons**.

(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 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**.
- c. **Provide reasons with details to support the opinion**.
- d. *Use grade-appropriate TRANSITIONS*.
- 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**.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
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

GUIDING PRINCIPLES FOR COMPOSITION



2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

PROGRESSION

C.1.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic 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.)

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.

C.2.2

Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic 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.)

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.

C.3.2

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

(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, produce writing in which the development and organization are appropriate to task and purpose.

b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

PROGRESSION				Interdisciplinary Literacy Practices	
	C.1.2	C.2.2	C.3.2		
	c. Supply information with detail 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 transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	f. Provide a concluding section.	f. Provide a concluding section.	f. Provide a concluding section.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. 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	



Compose **INFORMATIVE AND/OR EXPLANATORY TEXTS**, using writing and digital resources, *to establish a topic 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.)

- 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.*
- c. **Supply** *information with detail to develop the topic.*
- d. *Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.*
- e. *Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.*
- f. **Provide a concluding section.**
- g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and editing.**

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
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

GUIDING PRINCIPLE FOR COMPOSITION



3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

PROGRESSION

C.1.3

Compose narratives, using a combination of drawing, dictating, 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 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.
- b. Recount a single event or multiple events, memories or ideas.

C.2.3

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 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.
- b. Recount a single event or multiple events, memories or ideas.

C.3.3

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 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.
- b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and or circular structure.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

PROGRESSION				Interdisciplinary Literacy Practices	
	C.1.3	C.2.3	C.3.3		
	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 response of characters to situations.	1	Recognize that text is anything that communicates a message.
				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. Create a sense of closure.	e. Create a sense of closure.	e. Create a sense of closure that follows the narrated experiences or events.	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.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. 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 promotes lifelong learning.
				HOME	



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 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.**
- b. *Recount a single event or multiple events, memories or ideas.*
- c. *Include details which describe actions, thoughts, emotions.*
- 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 planning, revising and editing.**

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
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.
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9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

PROGRESSION

C.1.4

With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

C.2.4

With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

C.3.4

With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

MULTIDIMENSIONALITY - C.2.4

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

With guidance and support from adults, *use a* **VARIETY OF DIGITAL RESOURCES** to create and publish products, including in collaboration with peers.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

GUIDING PRINCIPLES FOR COMPOSITION



5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.1.5

With guidance and support, participate in shared research and writing projects.

C.2.5

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.

MULTIDIMENSIONALITY - C.2.5

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Conduct shared **RESEARCH** and writing projects *that build knowledge about a topic.*

GUIDING PRINCIPLE FOR COMPOSITION



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and re-search while avoiding plagiarism.

PROGRESSION



C.1.6

With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

C.2.6

Collect information from real-world experiences or provided sources to answer or generate questions.

C.3.6

Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

MULTIDIMENSIONALITY - C.2.6



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Collect information from real-world experiences or provided sources **to answer or generate questions.**

GUIDING PRINCIPLE FOR COMPOSITION



7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION



C.1.7

(Begins in grade 3)

C.2.7

(Begins in grade 3)

C.3.7

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.2.7



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

(Begins in grade 3)

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

Language – Grade 2

Interdisciplinary Literacy Practices

Conventions of Standard English

L.2.1

- In writing or speaking, demonstrate appropriate use of:
- collective nouns.
 - frequently occurring irregular nouns.
 - reflexive pronouns.
 - past tense of frequently occurring irregular verbs.
 - adjectives and adverbs in sentence formation.
 - producing, expanding and rearranging complete simple and compound sentences.

L.2.2

- When writing:
- Capitalize proper nouns, including but not limited to holidays, product names and geographic names.
 - Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).
 - Use apostrophe to form contractions and possessives.
 - Generalize spelling patterns.
 - Use reference materials to self-check and correct spelling.

Knowledge of Language

L.2.3

- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known prefix is added to a known word.
 - Use a known root word as a clue to the meaning of an unknown word with the same root.
 - Use knowledge of the meaning of individual words to predict the meaning of compound words.
 - Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.
 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

L.2.5

- Demonstrate understanding of word relationships and nuances in word meanings.
- Demonstrate understanding of words by relating them to their synonyms and antonyms.
 - Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

GUIDING PRINCIPLE FOR LANGUAGE



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

PROGRESSION

L.1.1

When writing or speaking, demonstrate appropriate use of:

- common, proper and possessive nouns in a sentence.
- singular and plural nouns with matching verbs in basic sentences.
- personal, possessive and indefinite pronouns in a sentence.
- verbs to convey a sense of past, present and future in a sentence.
- frequently occurring adjectives in a sentence.
- frequently occurring conjunctions in a sentence.
- frequently occurring prepositions in a sentence.
- declarative, interrogative, imperative and exclamatory sentences in response to prompts.

L.2.1

In writing or speaking, demonstrate appropriate use of:

- collective nouns.
- frequently occurring irregular nouns.
- reflexive pronouns.
- past tense of frequently occurring irregular verbs.
- adjectives and adverbs in sentence formation.
- producing, expanding, and rearranging complete simple and compound sentences.

L.3.1

When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

- explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.
- form and use regular and irregular plural nouns.
- use abstract nouns.
- form and use regular and irregular verbs.
- use verb tenses.
- ensure subject-verb and pronoun-antecedent agreement.
- form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- use coordinating and subordinating conjunctions.
- produce simple, compound and complex sentences.

MULTIDIMENSIONALITY - L.2.1

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

In writing or speaking, demonstrate appropriate use of:

- COLLECTIVE NOUNS.**
- FREQUENTLY OCCURRING IRREGULAR NOUNS.**
- REFLEXIVE PRONOUNS.**
- PAST TENSE OF FREQUENTLY OCCURRING IRREGULAR VERBS.**
- ADJECTIVES AND ADVERBS** in sentence formation.
- producing, expanding and rearranging **COMPLETE SIMPLE AND COMPOUND SENTENCES.**

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

Employ, develop and refine schema to understand and create text.

3

View literacy experiences as transactional, interdisciplinary and transformational.

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

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GUIDING PRINCIPLE FOR LANGUAGE



2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

PROGRESSION

L.1.2	L.2.2	L.3.2
<p>When writing:</p> <ul style="list-style-type: none"> a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>When writing:</p> <ul style="list-style-type: none"> 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. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling. 	<p>When writing:</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.

MULTIDIMENSIONALITY - L.2.2

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>When writing:</p> <ul style="list-style-type: none"> a. Capitalize PROPER NOUNS, including but not limited to HOLIDAYS, PRODUCT NAMES AND GEOGRAPHIC NAMES. b. <i>Demonstrate appropriate use of</i> COMMAS IN VARIED COMMUNICATION FORMATS (e.g., letter, email, blog). c. <i>Use</i> APOSTROPHE to form CONTRACTIONS AND POSSESSIVES. d. <i>Generalize</i> SPELLING PATTERNS. e. <i>Use reference materials to self-check and correct spelling</i>.
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GUIDING PRINCIPLE FOR LANGUAGE



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

PROGRESSION

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. a. Compare formal and informal uses of English.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.



MULTIDIMENSIONALITY - L.2.3

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Use knowledge of language and its conventions when writing, speaking, reading or listening.</i></p> <p>a. Compare FORMAL AND INFORMAL <i>uses of English.</i></p>
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GUIDING PRINCIPLE FOR LANGUAGE



4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

PROGRESSION

L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Identify common affixes and how they change the meaning of a word.
- a. With guidance and support, identify frequently occurring root words and their inflectional forms.

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.

L.3.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix 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.

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PROGRESSION				Interdisciplinary Literacy Practices	
L.1.4	L.2.4	L.3.4			
	d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	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.	d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	1	Recognize that text is anything that communicates a message.
				2	Employ, develop and refine schema to understand and create text.
				3	View literacy experiences as transactional, interdisciplinary and transformational.
				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.
MULTIDIMENSIONALITY - L.2.4				7	Utilize digital resources to learn and share with others.
	<i>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</i> <i>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.</i>			8	Engage in specialized, discipline-specific literacy practices.
	a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.			9	Apply high level cognitive processes to think deeply and critically about text.
	b. <i>Determine the meaning of the new word formed when a known PREFIX is added to a known word.</i>			10	Develop a literacy identity that promotes lifelong learning.
	c. <i>Use a known ROOT WORD as a clue to the meaning of an unknown word with the same root.</i>			HOME	
	d. <i>Use knowledge of the meaning of individual words to predict the meaning of compound words.</i>				
	e. <i>Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</i>				
f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using ADJECTIVES AND ADVERBS to describe.					

GUIDING PRINCIPLE FOR LANGUAGE



5. Students will demonstrate understanding of word relationships and nuances in word meanings.

PROGRESSION

L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Demonstrate understanding of words by relating them to their synonyms and antonyms.
- Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

- Demonstrate understanding of words by relating them to their synonyms and antonyms.
- Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

L.3.5

Demonstrate understanding of word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context.
- Demonstrate understanding of words by relating them to their synonyms and antonyms.
- Distinguish shades of meaning among related words that describe degrees of certainty.

MULTIDIMENSIONALITY - L.2.5

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**



Demonstrate understanding of word relationships and nuances in word meanings.

- Demonstrate understanding of words by relating them to their** **SYNONYMS** and **ANTONYMS**.
- Distinguish the shades of meaning among closely related verbs** (e.g., toss, throw, hurl) **and closely related adjectives** (e.g., thin, slender).

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