

# **Unpacked Content with OCS Priority Standards Identified 2.0**

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## **Second Grade English Language Arts**

**CKLA Alignment July 2021**

## SECOND GRADE PRIORITY STANDARDS

Priority standards are a “carefully selected subset of the total list of grade-specific and course specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.” (Ainsworth, 2013, p. xv).

The design layout of the ELA Priority Standards has been crafted to ensure a balanced approach to teaching the North Carolina Standard Course of Study. Core instruction will be the driving force for developing comprehensive integrated learning experiences that focus on the **priority** and supporting standards. During each nine-week period, lessons are to reflect a combination of ELA Strands to foster a holistic learning experience. Included in this document: **Cross Curricular Standards, Priority Standards, Supporting Standards, Unpacked Content, Pacing, and Appendix.**

- **Cross Curricular Standards** are a list of standards teachers integrate across all content throughout the whole year.
- **Priority Standards** have been chosen at each grade level that indicate what students need to know and be able to do by the end of the year.
- **Supporting Standards** are complimentary to the priority standards. These offer a balanced approach to teaching in the context of all ELA strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Speaking and Listening, Writing and Language.
- **Unpacked Content** provides clarification of the standards; what students are expected to know and be able to do. In addition, it gives examples of instructional processes to replicate cognitive rigor on academic tasks and assessments.
- **Pacing** of standards provides teachers adequate time to implement teaching and learning supports for students that encompasses core instruction, differentiation, intervention and assessment.
- **Appendix** is comprised of a comprehensive list of grade level standards that provide descriptors of each standard with clarification and examples of teaching and learning processes.

### CCR Anchor Standards for Reading Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

### **Integration of Ideas and Analysis**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Complexity**

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text."

### **CCCR Anchor Standards for Writing Standards Text Types, Purposes, and Publishing**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

### **Research**

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

### **CCCR Anchor Standards for Speaking and Listening Collaboration and Communication**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **CCR Anchor Standards for Language**

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

### **Knowledge of Language**

3. 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.

### **Vocabulary Acquisition and Use**

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# Cross Curricular Standards

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## Year Long Instructional Focus

<p><b>RL.2.10</b></p> <p>By the end of grade 2, read and understand literature within the 2-3 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to <b>text</b>.</p>	<p><b>RI.2.10</b></p> <p>By the end of grade 2, read and understand literature within the 2-3 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to <b>text</b>.</p>
<p><b>RF.2.2</b></p> <p>Print all upper- and lowercase letters legibly and proportionally.</p>	<p><b>RF.2.4</b></p> <p>Know and apply grade-level phonics and word <b>analysis</b> skills in decoding words.</p> <ul style="list-style-type: none"><li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li><li>b. Know spelling-sound correspondences for additional common vowel teams.</li><li>c. <b>Decode</b> regularly spelled two-syllable words with long vowels.</li><li>d. Decode words with common prefixes and <b>suffixes</b>.</li><li>e. Identify words with inconsistent but common spelling-sound correspondences.</li><li>f. Recognize and read grade-appropriate irregularly spelled words.</li></ul>

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<p style="text-align: center;"><b>RF.2.5</b></p> <p>Read with sufficient accuracy and <b>fluency</b> to support comprehension.</p> <p>a. Read on-level <b>text</b> with <b>purpose</b> and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and <b>expression</b> on successive readings.</p> <p>c. Use context to confirm or <b>self-correct</b> word recognition and understanding, rereading as necessary.</p>	<p style="text-align: center;"><b>SL.2.1</b></p> <p>Participate in collaborative conversations with diverse partners about grade 2 <b>topics</b> and <b>texts</b> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
<p style="text-align: center;"><b>SL.2.3</b></p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a <b>topic</b> or issue.</p>	<p style="text-align: center;"><b>L.2.1</b></p> <p>Demonstrate command of the <b>conventions of standard English grammar</b> and <b>usage</b> when writing or speaking; demonstrate <b>proficiency</b> within the 23 grammar continuum.</p>
<p style="text-align: center;"><b>L.2.2</b></p> <p>Demonstrate command of the <b>conventions of standard English</b> capitalization, <b>punctuation</b>, and spelling when writing; demonstrate <b>proficiency</b> within the 2-3 conventions continuum.</p>	<p style="text-align: center;"><b>L.2.3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare <b>formal</b> and <b>informal uses of English</b>.</p>
<p style="text-align: center;"><b>L.2.5</b></p> <p>Demonstrate understanding of <b>nuances</b> in word meanings.</p> <p>a. Distinguish shades of meaning among closely related verbs and closely related <b>adjectives</b>.</p>	<p style="text-align: center;"><b>L.2.6</b></p> <p>Use words and <b>phrases</b> learned through conversations, reading and being read to, and responding to <b>texts</b>, including using <b>adjectives</b> and <b>adverbs</b> to <b>describe</b>.</p>

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**Second Grade Instructional Blueprint  
Knowledge Domains**

Domains	Concept(s)	Duration	OCS Priority Standards	Supporting Standards	CKLA Student Support Resources	CKLA Trade Books & Teacher Resources
<b>Domain 1</b>	<p><b>Fairy Tales and Tall Tales</b></p> <p><i>This domain will introduce students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The first half of the Fairy Tales and Tall Tales domain focuses on fairy tales and the second half of the domain focuses on tall tales and the elements of that genre.</i></p>	<p><b>12 Days</b></p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p><b>RL.2.2</b></p> <p><b>W.2.3</b></p>	<p>RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.9, RL.2.10 W.2.7, W.2.8 SL.2.1, SL.2.2, SL.2.4, SL.2.6 L.2.1, L.2.3, L.2.4, L.2.5, L.2.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>Swamp Angel</b> by Anne Isaccs</p> <p><b>Fairy Tales and Tall Tales</b> by Matthew Davis</p> <p>Flip Book, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>
<p><b>Additional Trade Book Suggestions:</b> <a href="#">Amplify's 2nd Grade Trade Book List</a></p>						
<b>Domain 2</b>	<p><b>Early Asian Civilizations</b></p> <p><i>This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will once again hear about the important features of early civilizations, to which they were introduced in the Grade 1 Early World Civilizations domain. These features include the specialization of jobs such as farming, the establishment of cities and government, and the advent of other practices such as writing and religion.</i></p>	<p><b>18 Days</b></p> <p><i>(14 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p><b>RL.2.2</b></p> <p><b>RI.2.3, RI.2.9</b></p> <p><b>W.2.2, W.2.3</b></p>	<p>RL.2.1, RL.2.3, RL.2.6, RL.2.7, RL.2.10 RI.2.1, RI.2.2, RI.2.7, RI.2.10 W.2.5, W.2.7, W.2.8 SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6 L.2.1, L.2.3, L.2.4, L.2.5, L.2.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>Ancient China</b> by Mel Friedman</p> <p><b>Early Asian Civilizations</b> by Matthew Davis, Lucien Ellington, Catherine Whittington</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>

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<p><b>Domain 3</b></p>	<p><b>The Ancient Greek Civilization</b></p> <p><i>This domain will introduce students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own.</i></p>	<p><b>17 Days</b></p> <p><i>(12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p><b>RL.2.2</b></p> <p><b>RI.2.3, RI.2.9</b></p> <p><b>W.2.3</b></p>	<p><b>RL.2.1, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.10</b></p> <p><b>RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.8, RI.2.10</b></p> <p><b>W.2.5, W.2.6, W.2.7, W.2.8</b></p> <p><b>SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6</b></p> <p><b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>Pythagoras and the Ratios</b> by Julie Ellis</p> <p><b>The Ancient Greek Civilization</b> by James Weiss</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>
<p><b>Domain 4</b></p>	<p><b>Greek Myths</b></p> <p><i>This domain builds on The Ancient Greek Civilization domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.</i></p>	<p><b>15 Days</b></p> <p><i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p><b>RL.2.2</b></p> <p><b>W.2.3</b></p>	<p><b>RL.2.1, RL.2.3, RL.2.5, RL.2.7, RL.2.10</b></p> <p><b>W.2.5, W.2.6, W.2.7, W.2.8</b></p> <p><b>SL.2.1, SL.2.2, SL.2.4, SL.2.5, SL.2.6</b></p> <p><b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>King Midas and the Golden Touch</b> by Charlotte Craft</p> <p><b>Greek Myths</b> By James Weiss</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>



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<p><b>Domain 5</b></p>	<p style="text-align: center;"><b>The War of 1812</b></p> <p><i>This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans. This domain will build the foundation for learning about Westward Expansion, The U.S. Civil War, and Immigration later in Grade 2 as well as for learning about other periods of American history in later grades.</i></p>	<p style="text-align: center;"><b>13 Days</b></p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p><b>RI.2.3, RI.2.9</b></p> <p><b>W.2.1, W.2.2</b></p>	<p><b>RI.2.1, RI.2.2, RI.2.4, RI.2.7, RI.2.10</b></p> <p><b>W.2.7, W.2.8</b></p> <p><b>SL.2.1, SL.2.2, SL.2.4</b></p> <p><b>L.2.1, L.2.2, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>The Star-Spangled Banner</b> by Elizabeth Raum</p> <p><b>The War of 1812</b> by Rosie McCormick</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>
<p><b>Domain 6</b></p>	<p style="text-align: center;"><b>Cycles in Nature</b></p> <p><i>This domain will introduce students to the many natural cycles that make life on Earth possible. Students will increase their knowledge of cycles in nature by learning more about seasonal cycles, and by beginning their study of flowering plants and trees, animal life cycles, and the importance of the water cycle. Students will also learn about the effect seasonal changes have on plants and animals. In addition, throughout this domain, students will gain exposure to poems by renowned authors Emily Dickinson and Robert Louis Stevenson. As students learn that all organisms experience the developmental stages of the life cycle, they will also learn how their growth and development relates to Earth’s seasonal cycles and begin to understand how all organisms depend on Earth’s limited water supply.</i></p>	<p style="text-align: center;"><b>14 Days</b></p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p><b>RI.2.3, RI.2.9</b></p> <p><b>W.2.2, W.2.3</b></p>	<p><b>RL.2.1, RL.2.4, RL.2.10</b></p> <p><b>RI.2.1, RI.2.2, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10</b></p> <p><b>W.2.5, W.2.7, W.2.8</b></p> <p><b>SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6</b></p> <p><b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>The Snowflake: A Water Cycle Story</b> by Neil Waldman</p> <p><b>Cycles in Nature</b> by Rosie McCormick</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>

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<p><b>Domain 7</b></p>	<p style="text-align: center;"><b>Westward Expansion</b></p> <p><i>This domain will introduce students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. Students will learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton’s steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express. Students will also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. This domain will build the foundation for learning about The U.S. Civil War and Immigration later in Grade 2 as well as for learning about other periods of American history in later grades.</i></p>	<p style="text-align: center;"><b>13 Days</b></p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;"><b>RI.2.3, RI.2.9</b></p> <p style="text-align: center;"><b>W.2.1, W.2.2, W.2.3</b></p>	<p style="text-align: center;"><b>RL.2.4</b></p> <p style="text-align: center;"><b>RI.2.1, RI.2.2, RI.2.4, RI.2.6, RI.2.7, RI.2.10</b></p> <p style="text-align: center;"><b>W.2.8</b></p> <p style="text-align: center;"><b>SL.2.1, SL.2.2, SL.2.4, SL.2.6</b></p> <p style="text-align: center;"><b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p style="text-align: center;"><b>Dandelions</b> by Eve Bunting</p> <p><b>Westward Expansion</b> by Rosie McCormick</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>
<p><b>Domain 8</b></p>	<p style="text-align: center;"><b>Insects</b></p> <p><i>This domain will introduce students to the largest group of animals on Earth. Students will learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey, some cosmetics and even medicines. Students will gather the information they learn in a journal and will have the opportunity to further research questions and points of interest. Students will use the information gathered in their journals to plan, draft, and edit an informational narrative. This domain will lay the foundation for review and further study of the life cycles, habitats, and classifications of insects and other animals.</i></p>	<p style="text-align: center;"><b>12 Days</b></p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;"><b>RI.2.3</b></p> <p style="text-align: center;"><b>W.2.2, W.2.3</b></p>	<p style="text-align: center;"><b>RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10</b></p> <p style="text-align: center;"><b>W.2.5, W.2.7, W.2.6, W.2.8</b></p> <p style="text-align: center;"><b>SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6</b></p> <p style="text-align: center;"><b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p style="text-align: center;"><b>Insect Bodies</b> by Molly Aloian</p> <p style="text-align: center;"><b>Insects</b> by Catherine Whittington</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>

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<p><b>Domain 9</b></p>	<p style="text-align: center;"><b>The U.S. Civil War</b></p> <p><i>This domain will introduce students to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery.</i></p>	<p style="text-align: center;"><b>15 Days</b></p> <p><i>(11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;"><b>RI.2.3</b></p> <p style="text-align: center;"><b>W.2.2, W.2.3</b></p>	<p><b>RI.2.1, RI.2.2, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10</b></p> <p><b>SL.2.1, SL.2.2, SL.2.4, SL.2.6</b></p> <p><b>L.2.1, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>Aunt Harriet's Underground Railroad in the Sky</b> by Faith Ringgold</p> <p><b>The U.S. Civil War</b> by Michael L. Ford</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>
<p><b>Domain 10</b></p>	<p style="text-align: center;"><b>The Human Body</b></p> <p><i>This domain covers a number of topics regarding the human body. This domain first covers concepts regarding cells and how cells form the building blocks of life on Earth. Students are then taught how collections of cells form tissues, and tissues form organs, and finally how organs work within the various body systems. Students then hear about the digestive and excretory systems. They will learn the fundamental parts and functions of these two body systems. Finally, this domain focuses on the importance of good nutrition and how to eat a well-balanced diet.</i></p>	<p style="text-align: center;"><b>15 Days</b></p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;"><b>RI.2.3</b></p> <p style="text-align: center;"><b>W.2.2</b></p>	<p><b>RI.2.1, RI.2.2, RI.2.4, RI.2.6, RI.2.7, RI.2.10</b></p> <p><b>W.2.5, W.2.7</b></p> <p><b>SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6</b></p> <p><b>L.2.1, L.2.2, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>Baby Doctors Guide to Anatomy and Physiology</b> by Baby Professor</p> <p><b>Human Body: Building Blocks and Nutrition</b> by Catherine S. Whittington</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>

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<p><b>Domain 11</b></p>	<p style="text-align: center;"><b>Immigration</b></p> <p><i>This domain will introduce students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students will learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration in the United States is also an opportunity for students to find out more about their family history and what brought them and/or their ancestors to the United States.</i></p>	<p style="text-align: center;"><b>17 Days</b></p> <p><i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;"><b>RI.2.3</b></p> <p style="text-align: center;"><b>W.2.2</b></p>	<p style="text-align: center;"><b>RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.10</b></p> <p style="text-align: center;"><b>W.2.6, W.2.7</b></p> <p style="text-align: center;"><b>SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6</b></p> <p style="text-align: center;"><b>L.2.1, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>Emma’s Poem: The Voice of the Statue of Liberty</b> by Linda Glaser</p> <p><b>Immigration</b> by Matthew Davis, James Weiss</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>
<p><b>Domain 12</b></p>	<p style="text-align: center;"><b>Fighting for a Cause</b></p> <p><i>This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. Students will learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. These historical figures also had an impact on the ability of others in our nation to exercise their individual rights. Students will understand the connection between ideas and actions, and how ordinary people can do extraordinary things, changing people’s awareness throughout an entire country.</i></p>	<p style="text-align: center;"><b>17 Days</b></p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;"><b>RI.2.3</b></p> <p style="text-align: center;"><b>W.2.1</b></p>	<p style="text-align: center;"><b>RL.2.4</b></p> <p style="text-align: center;"><b>RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.10</b></p> <p style="text-align: center;"><b>W.2.5, W.2.6, W.2.7</b></p> <p style="text-align: center;"><b>SL.2.1, SL.2.2, SL.2.4, SL.2.6</b></p> <p style="text-align: center;"><b>L.2.1, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p><b>Fight the Right to Learn: Malala Yousafzai’s Story</b> by Rebecca Langston-George</p> <p><b>Fighting for a Cause</b> by Ann Ingalls, Rosie McCormick</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide, Knowledge Builders</p>

SECOND GRADE PRIORITY STANDARDS

**Second Grade Instructional Blueprint  
Skills Units**

Units	Concept(s)	Duration	OCS Priority Standards	Supporting Standards	CKLA Student Support Resources	CKLA Trade Books & Teacher Resources
<b>Skills 1</b>	<p style="text-align: center;"><b>TOPIC &amp; THEME</b> <i>The adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach</i></p> <p style="text-align: center;"><b>READING</b> <i>Basic code, double letter, and Tricky Word spellings; multiple-choice reading comprehension questions; and past tense</i></p> <p style="text-align: center;"><b>WRITING</b> <i>One-syllable short vowel words, compound words, multi-sentence descriptions, and responding to text</i></p> <p style="text-align: center;"><b>ACTIVITY HIGHLIGHTS</b> <i>Beginning-of-year assessment, kinesthetic reading activities, and dictation</i></p> <p style="text-align: center;"><b>TEXT FEATURES</b> <i>Fictional text features figurative language and onomatopoeia while reviewing phonics concepts from prior grades to prepare students for advanced code</i></p> <p><b>Students review various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words; they also take a Beginning-of-Year Assessment to guide instruction</b></p>	<p style="text-align: center;"><b>35 Days</b> <i>(32 Lessons, Pausing Point, Unit Review &amp; Assessments, and Culminating Activities)</i></p>	<p style="text-align: center;"><b>RL.2.2</b>  <b>W.2.2,</b> <b>W.2.3</b></p>	<p style="text-align: center;"><b>RL.2.1, RL.2.3,</b> <b>RL.2.5, RL.2.7,</b> <b>RL.2.10</b> <b>RF.2.3, RF.2.4</b> <b>SL.2.1, SL.2.2,</b> <b>SL.2.6</b> <b>L.2.1, L.2.2,</b> <b>L.2.3, L.2.4,</b> <b>L.2.5, L.2.6</b></p>	<p style="text-align: center;">Student Activity Books, Student Readers, Code Chart, Digital Components, E-book/Audiobook</p>	<p style="text-align: center;">Teacher Guide, Assessment &amp; Remediation Guide (online), Fluency Packet, Consonant &amp; Vowel Flip Book, Spelling Card Set, Timeline Cards, Unit Assessments</p>

SECOND GRADE PRIORITY STANDARDS

<p><b>Skills 2</b></p>	<p><b>TOPIC &amp; THEME</b>  <i>At bedtime, a father shares classic fables with his son and daughter</i></p> <p><b>READING</b>  <i>Multiple-choice reading comprehension questions with citations and sequencing, quotation marks, contractions, commas, apostrophes, and antonyms</i></p> <p><b>WRITING</b>  <i>Plan, draft, edit, and publish a narrative and a book report</i></p> <p><b>ACTIVITY HIGHLIGHTS</b>  <i>Independent, partner, and small group reading; kinesthetic reading activities; spelling and dictation assessments</i></p> <p><b>TEXT FEATURES</b>  <i>Text uses a narrative frame to introduce fables and trickster stories with figurative language, bolded text, and morals</i></p> <p><b>Students read one- and two-syllable words, work with contractions, practice high-frequency Tricky Words, and write narratives and opinions.</b></p>	<p><b>22 Days</b>   <i>(19 Lessons, Pausing Point, Unit Review &amp; Assessments, and Culminating Activities)</i></p>	<p><b>RL.2.2</b>   <b>W.2.1, W.2.3</b></p>	<p><b>RL.2.3, RL.2.5, RL.2.7, RL.2.10</b>  <b>RF.2.3, RF.2.4</b>  <b>W.2.5, W.2.6, W.2.8</b>  <b>SL.2.1, SL.2.2, SL.2.6</b>  <b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.5</b></p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment &amp; Remediation Guide (online), Magic ‘e’ Template, Support Activity Pages, Unit Assessments, Bedtime Tales Story Chart, Writing Process graphic, Lesson 6: Planning Template</p>
<p><b>Skills 3</b></p>	<p><b>TOPIC &amp; THEME</b>  <i>Profiles of kids who excel at various activities, including spelling, swimming, playing soccer, jumping rope, splashing, math, and rock skipping</i></p> <p><b>READING</b>  <i>Fill in the blank and Yes/No reading comprehension questions, common and proper nouns, plural nouns, and action verbs</i></p> <p><b>WRITING</b>  <i>Respond to text with sentences and Venn diagrams and plan, draft, edit, and publish a personal narrative</i></p> <p><b>ACTIVITY HIGHLIGHTS</b>  <i>Compose a personal narrative, review synonyms and antonyms, and create chains of words with similar spellings</i></p> <p><b>TEXT FEATURES</b>  <i>Fictional text featuring italics, maps and symbols, captioned illustrations, and tables</i></p>	<p><b>22 Days</b>   <i>(19 Lessons, Pausing Point, Unit Review &amp; Assessments, and Culminating Activities)</i></p>	<p><b>W.2.3</b></p>	<p><b>RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.10</b>  <b>RF.2.3, RF.2.4</b>  <b>W.2.5, W.2.6, W.2.8</b>  <b>SL.2.1, SL.2.2, SL.2.3, SL.2.6</b>  <b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.5</b></p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment &amp; Remediation Guide (online), Story Map, Editing Checklist, Support Activity Pages, Unit Assessments, Spelling Tree Leaf Template and Odd Duck Template, Sunshine the Mule Game Board</p>

SECOND GRADE PRIORITY STANDARDS

	Students learn tricky spellings and spelling alternatives for vowel sounds, write a personal narrative, and study antonyms and synonyms.					and Cards, 5Ws Graphic
Skills 4	<p><b>TOPIC &amp; THEME</b> <i>A teenager searches for a job in New York City with her younger brother's help</i></p> <p><b>READING</b> <i>Close reading, kinesthetic reading activities, proper nouns, and the past and present verb tense of "to be"</i></p> <p><b>WRITING</b> <i>Plan, draft, edit, and publish a persuasive letter and respond to text in a summary paragraph</i></p> <p><b>ACTIVITY HIGHLIGHTS</b> <i>Kinesthetic spelling activities and identifying homophones</i></p> <p><b>TEXT FEATURES</b> <i>A fictional reader with a map, idioms, bolded and italicized text, and dialogue</i></p> <p>Students encounter new spelling alternatives for vowel sounds, practice persuasive writing as part of a friendly letter, and learn about irregular plural nouns and action verbs.</p>	<p><b>30 Days</b>  <i>(27 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p><b>RL.2.2</b>  <b>W.2.1,</b> <b>W.2.3</b></p>	<p><b>RL.2.1, RL.2.3, RL.2.5, RL.2.7</b> <b>RF.2.3, RF.2.4</b> <b>W.2.5</b> <b>SL.2.1, SL.2.2</b> <b>L.2.1, L.2.2, L.2.3, L.2.4</b></p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment &amp; Remediation Guide (online), Reader's Log, Planning Template, Homophone Match Maker Word Cards, Support Activity Pages, Unit Assessments &amp; Scoring Sheets</p>
Skills 5	<p><b>TOPIC &amp; THEME</b> <i>Sir Gus, one of King Alfred's knights, faces a thief, a troll, pirates, an evil wizard, and an enemy king</i></p> <p><b>READING</b> <i>Syllable chunking, sequencing events, partner reading, and vowel coding</i></p> <p><b>WRITING</b> <i>Forming contractions, correcting grammar errors, and rewriting a story's conclusion</i></p> <p><b>ACTIVITY HIGHLIGHTS</b> <i>Alphabetizing words, participating in a spelling bee, and planning a narrative</i></p>	<p><b>25 Days</b>  <i>(22 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p><b>W.2.3</b></p>	<p><b>RL.2.1, RL.2.5, RL.2.7</b> <b>RF.2.3, RF.2.4</b> <b>W.2.5</b> <b>SL.2.1</b> <b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.6</b></p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment &amp; Remediation Guide (online), Support Activity Pages, Unit Assessments, Anecdotal Reading Record,</p>

SECOND GRADE PRIORITY STANDARDS

	<p style="text-align: center;"><b>TEXT FEATURES</b></p> <p><i>Literary text with complex sentence structure, captioned images, italicized text, em-dashes, ellipses, and other new punctuation marks</i></p> <p><b>Students practice chunking phonemes, learn about adjectives, identify subject and predicate, and rewrite a story's ending; they also take a Middle-of-Year Assessment to guide instruction.</b></p>					Decoding Word List and Analysis	
<b>Skills 6</b>	<p style="text-align: center;"><b>TOPIC &amp; THEME</b></p> <p><i>The War of 1812 as the first foreign conflict that the United States faced as a young nation</i></p> <p style="text-align: center;"><b>READING</b></p> <p><i>Answering true/false questions in response to text, close reading, matching, and End-of-Year Assessments</i></p> <p style="text-align: center;"><b>WRITING</b></p> <p><i>Drafting a report, taking notes, and differentiating topic sentences, concluding sentences, and irrelevant sentences</i></p> <p style="text-align: center;"><b>ACTIVITY HIGHLIGHTS</b></p> <p><i>Alphabetizing to the second letter and identifying and using adverbs</i></p> <p style="text-align: center;"><b>TEXT FEATURES</b></p> <p><i>Complex nonfiction containing maps, captioned illustrations, a glossary, and bolded text</i></p> <p><b>Students learn about adverbs, distinguish complete from incomplete sentences, identify run-on sentences, write reports, and take an End-of-Year Assessment.</b></p>	<p style="text-align: center;"><b>23 Days</b></p> <p><i>(21 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<b>RI.2.3</b>	<b>W.2.2</b>	<p><b>RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10</b></p> <p><b>RF.2.3, RF.2.4</b></p> <p><b>SL.2.6</b></p> <p><b>L.2.1, L.2.2, L.2.3, L.2.4, L.2.5, L.2.6</b></p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment &amp; Remediation Guide (online), Spelling Analysis Guide, Anecdotal Reading Record, The War of 1812 Glossary &amp; Assessment, Support Activity Pages, Unit Assessments</p>



SECOND GRADE PRIORITY STANDARDS

## Grade 2 Pacing Guide

<b>Week 1</b>					<b>Week 2</b>					<b>Week 3</b>					<b>Week 4</b>					<b>Week 5</b>					<b>Week 6</b>									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Knowledge 1					PP					Knowledge 1					Knowledge 2					PP					Knowledge 2									
Skills 1															PP					Skills 2														
<b>Week 7</b>					<b>Week 8</b>					<b>Week 9</b>					<b>Week 10</b>					<b>Week 11</b>					<b>Week 12</b>									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Knowledge 3					PP					Knowledge 3					Knowledge 4					PP					Knowledge 4									
Skills 2										PP					Skills 3																			
<b>Week 13</b>					<b>Week 14</b>					<b>Week 15</b>					<b>Week 16</b>					<b>Week 17</b>					<b>Week 18</b>									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
K4	Knowledge 5				PP					Knowledge 5					Knowledge 6					PP					Knowledge 6					K7				
Skills 3										PP					Skills 4																			
<b>Week 19</b>					<b>Week 20</b>					<b>Week 21</b>					<b>Week 22</b>					<b>Week 23</b>					<b>Week 24</b>									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Knowledge 7					PP					Knowledge 7					Knowledge 8					PP					Knowledge 8					Knowledge 9				
Skills 4										PP					Skills 5																			
<b>Week 25</b>					<b>Week 26</b>					<b>Week 27</b>					<b>Week 28</b>					<b>Week 29</b>					<b>Week 30</b>									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
PP					Knowledge 9					Knowledge 10					PP					Knowledge 10					Knowledge 11									
Skills 5										PP					Skills 6																			
<b>Week 31</b>					<b>Week 32</b>					<b>Week 33</b>					<b>Week 34</b>					<b>Week 35</b>					<b>Week 36</b>									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
K11					PP					Knowledge 11					Knowledge 12					PP					Knowledge 12									
Skills 6																																		
<b>Week 37</b>					<b>Week 38</b>					<b>Week 39</b>																								
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5																				
PP																																		



APPENDIX

Reading for Literature Standards	Clarification/In the Classroom
<p>RL.2.1</p> <p>Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of <b>key details</b> in a <b>text</b>.</p>	<p><b>Clarification:</b></p> <p>Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard.</p> <p><b>In the Classroom:</b></p> <p>The teacher reads aloud to students and models his/her thinking when asking questions about key details in the text.</p> <p>As students read, they periodically stop to check their understanding by annotating a text or using sticky notes to ask and answer questions about what they have read.</p> <p>Students read or listen to a text. They roll question cubes to answer questions. Some of the sides are blank. If a student rolls a blank side of the cube, he/she asks a question about the text. If students cannot answer questions correctly, then they reread and retry the questions.</p>
<p>RL.2.2</p> <p><b>Recount</b> stories, including <b>fables</b> and <b>folktales</b> from diverse cultures, and determine their <b>central message</b>, lesson, or <b>moral</b>.</p>	<p><b>Clarification:</b></p> <p>Students recount fictional stories that include, but are not limited to, fables and folktales from many different cultures. Students also establish the central messages, morals, or lessons of the stories.</p> <p><b>In the Classroom:</b></p> <p>Students use the major events of stories and the actions of the characters to determine the messages, morals, or lessons the author is trying to convey.</p> <p>During whole group reading, the teacher uses story maps and graphic organizers to map the events and key details of a story.</p> <p>The teacher asks students questions about a character’s actions, and students work with partners to use key details about the main character to discuss the central message, lesson, or moral.</p>

SECOND GRADE PRIORITY STANDARDS

<p>RL.2.3</p> <p><b>Describe</b> how characters in a story <b>respond to major events</b> and challenges.</p>	<p><b>Clarification:</b></p> <p>Students explain how characters react and respond to the important events or challenges in the story.</p> <p><b>In the Classroom:</b></p> <p>While thinking aloud during shared reading, the teacher considers what the character’s reaction to an event reveals about the character and his/her motivations.</p> <p>During guided reading, students choose a major event from the story and use story webs to describe how each character reacted to the event.</p> <p>In whole or small group reading, the teacher selects a particular event from a story and asks students to write about what the main character did in response to the event.</p> <p>Students create timelines of the major events in a story and include character actions and responses in the description of each event.</p>
<p>RL.2.4</p> <p><b>Describe</b> how words and <b>phrases</b> supply <b>rhythm</b> and meaning in a story, <b>poem</b>, or song.</p>	<p><b>Clarification:</b></p> <p>Students explain how words and phrases provide rhythm and meaning to a story, poem, or song such as regular beats, repeated lines, rhyme, and alliteration.</p> <p><b>In the Classroom:</b></p> <p>During shared reading of a poem/song, students highlight rhyming words and demonstrate how the rhyming words give the poem rhythm by performing the poem for partners.</p> <p>During guided reading, the teacher points out words or phrases that repeat in a text and discusses with the students why the author chose to repeat those words and how the repeated words can help readers understand the text.</p>

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<p>RL.2.5</p> <p><b>Describe</b> the overall structure of a story, including describing how the beginning introduces the story, the <b>events</b> unfold in the middle, and the ending concludes the action.</p>	<p><b>Clarification:</b></p> <p>Students describe how the story is structured from the beginning to the end. Students understand that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.</p> <p><b>In the Classroom:</b></p> <p>During shared reading, students use graphic organizers and story maps to chart the events of a story. They then discuss which events take place in the beginning, which occur in the middle, and which take place at the end.</p> <p>The teacher reads aloud a mentor text. He/she thinks aloud, noting the structure of the story, such as what happens at the beginning, in the middle, and at the end of the story. The students and teacher create a graphic organizer, showing the overall structure of the story.</p>
<p>RL.2.6</p> <p>Distinguish differences in the <b>points of view</b> of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><b>Clarification:</b></p> <p>Students recognize the differences in the points of view of characters. When reading aloud, students use different voices for each character.</p> <p><b>In the Classroom:</b></p> <p>Using a different color for each character, the teacher highlights the text to indicate which character is speaking.</p> <p>While reading text aloud, the teacher helps students identify how the characters are thinking and feeling. The teacher and students consider how they might express those thoughts or feelings when reading what the characters say. For example, the teacher might ask what “voice” (loud, quiet, afraid, excited) might best fit each character. Students can then read that part of the text in the voice of that character.</p>

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<p>RL.2.7</p> <p>Use information gained from the <b>illustrations</b> and words in a print or digital <b>text</b> to demonstrate understanding of its characters, <b>setting</b>, or <b>plot</b>.</p>	<p><b>Clarification:</b></p> <p>Students explain the characters, setting, or plot using what they learn from the illustrations and words in a text. These texts can be print and/or digital.</p> <p><b>In the Classroom:</b></p> <p>Students independently read a text. Students complete graphic organizers that focus on the setting. In one column, they explain the setting. In the second column, they tell what words and/or illustrations provided information that helped them understand the setting.</p> <p>Students create character maps for the main character at the beginning of the story, based on the illustrations and text. They complete the same activity at the end of the story. Then students compare the two, discussing how the character evolved throughout the story based on the illustrations and words in the text.</p>
<p>RL.2.8</p>	<p>Not applicable to literature.</p>
<p>RL.2.9</p> <p><b>Compare and contrast</b> two or more versions of the same story by different authors or from different cultures.</p>	<p><b>Clarification:</b></p> <p>Students explain how two or more versions of the same story are similar and different (such as <i>Cinderella</i>). These versions should be by different authors and/or from different cultures.</p> <p><b>In the Classroom:</b></p> <p>Students use Venn diagrams to compare how the two stories are alike and different in terms of basic story elements, language, illustrations, etc. The teacher uses guiding questions such as “Where do the stories take place? When do the stories take place? How did the character react when ____?”</p> <p>After the class reads or listens to two versions of a story, each student writes or draws one or two observations on a sticky note about the ways in which the two texts are similar or different. Students consider how the characters, settings, and plots in the versions are alike and/or different.</p>

SECOND GRADE PRIORITY STANDARDS

<p>RL.2.10</p> <p>By the end of grade 2, read and understand literature within the 2-3 <b>text complexity band proficiently and independently</b> for sustained periods of time. Connect prior knowledge and experiences to <b>text</b>.</p>	<p><b>Clarification:</b></p> <p>By the end of grade 2, students competently read and understand literary texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><b>In the Classroom:</b></p> <p>The teacher provides time for students to process what they have read or strategies they have learned by having students talk and/or write in response to texts.</p> <p>The teacher guides students to make connections with texts and among texts by providing texts with similar content/topics.</p> <p>Students spend time independently reading high-quality literature and monitor for understanding for sustained periods of time.</p>
<p><b>Reading for Informational Standards</b></p>	<p><b>Clarification/In the Classroom</b></p>
<p>RI.2.1</p> <p>Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of <b>key details</b> in a <b>text</b>.</p>	<p><b>Clarification:</b></p> <p>Students show their understanding of important details by asking and answering questions about the <i>who, what, when, where, why,</i> and <i>how</i> in a text that has been read and/or heard.</p> <p><b>In the Classroom:</b></p> <p>The teacher reads aloud to students and models his/her thinking when asking questions about key details in the text.</p> <p>As students read, they periodically stop to check for their understanding by annotating on a text or using sticky notes to ask and answer questions about what they have read.</p> <p>Students spend time reading high-quality informational texts and monitor their understanding by rolling question cubes to answer questions. If students cannot answer questions correctly, they reread and retry the questions.</p>

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<p>RI.2.2</p> <p>Identify the <b>main topic</b> of a multi-paragraph <b>text</b> as well as the focus of specific paragraphs within the text.</p>	<p><b>Clarification:</b></p> <p>Students recognize the main topic of a text with multiple paragraphs. They also state the main focus of each paragraph in the text.</p> <p><b>In the Classroom:</b></p> <p>The teacher models using graphic organizers to identify the main topic of a text and to choose the most important details from within the text.</p> <p>During shared reading of a multi-paragraph text, the teacher models how to determine the focus of each paragraph.</p>
<p>RI.2.3</p> <p><b>Describe</b> the connection between a series of historical <b>events</b>, scientific ideas or concepts, or steps in <b>technical procedures</b> in a <b>text</b>.</p>	<p><b>Clarification:</b></p> <p>Students describe specific connections shown within the texts. These connections may be a series of historical events, scientific concepts or ideas, or steps in a technical procedure.</p> <p><b>In the Classroom:</b></p> <p>In shared reading, the teacher reads a text that explains how a product is made, and students create charts of the steps as explained in the text.</p> <p>In guided reading, students read about a historical event and highlight signal words (first, next, last, etc.) that show the order of events. Students then use those signal words and create timelines showing the connections between the events.</p> <p>Students read a text about a grade-level science concept (properties of matter, weather, etc.) and create labeled diagrams explaining the concept and the connections between the ideas.</p>



SECOND GRADE PRIORITY STANDARDS

<p>RI.2.4</p> <p>Determine the meaning of words and <b>phrases</b> in a <b>text</b> relevant to a grade 2 <b>topic</b> or subject area.</p>	<p><b>Clarification:</b></p> <p>Students read informational texts connected to grade 2 topics and subject areas and determine the meaning of words or phrases within the texts.</p> <p><b>In the Classroom:</b></p> <p>Students use various strategies, such as looking at other words and information in the same sentence and using clues in pictures, illustrations, and text features, to determine the meaning of the words or phrases.</p> <p>In guided reading, the teacher selects words or phrases that will be challenging to students. Students discuss the meanings and annotate the evidence in the text that helped them understand the words or phrases.</p> <p>During shared reading, the teacher models how to use captions, illustrations, diagrams, glossaries, and other text features to find evidence that provides the meaning of unknown words or phrases.</p>
<p>RI.2.5</p> <p>Know and use various <b>text features</b> to locate key facts or information in a <b>text</b> efficiently.</p>	<p><b>Clarification:</b></p> <p>Students are familiar with and make use of text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. Students know that different text features provide different information, and they use the correct text features to find the needed information efficiently.</p> <p><b>In the Classroom:</b></p> <p>During shared reading, the teacher reads an informational text with examples of several text features. After reading, the teacher shows students sentence strips with facts from the text, and students match each fact to the text feature from the text where the information can be found.</p> <p>In guided reading, students complete a text feature scavenger hunt in a familiar text. Students are given a list of text features and must list one fact they learned from each feature in the text.</p>

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<p>RI.2.6</p> <p>Identify the author’s main <b>purpose</b> of a <b>text</b>, including what the author wants to answer, explain, or <b>describe</b>.</p>	<p><b>Clarification:</b></p> <p>Students determine the author's purpose in writing the text. As they read the text, they consider why the author wrote it, such as to answer a question, explain/describe a topic, or describe an event or action.</p> <p><b>In the Classroom:</b></p> <p>Students write <i>Notes from Authors</i> after reading or listening to an informational text. Students consider the intent of the author and compose a paragraph <i>as the author</i>, telling the class the reason for writing the piece.</p> <p>During shared reading, the teacher reads aloud an informational text. The students highlight evidence or information in the text that reveals why the author wrote the text. The teacher gathers everyone's evidence, and as a class, students decide the author's reason for writing the text.</p>
<p>RI.2.7</p> <p>Explain how specific images contribute to and clarify a <b>text</b>.</p>	<p><b>Clarification:</b></p> <p>Students are able describe how visuals such as photos, illustrations, charts, diagrams, graphs, etc. enrich the content of the text, clarify the text, organize, and/or supply additional information for readers.</p> <p><b>In the Classroom:</b></p> <p>While reading an informational mentor text, the teacher models a think aloud regarding the visuals found in the text. The teacher thinks about and shares with students what information that visual conveys, as well as how the visual helps the reader understand the words. For example, a diagram might show how a machine works, and that helps students understand and clarify the words in the text.</p> <p>Students review all of the visuals from the text, choosing and marking with sticky notes several that provides useful information about key ideas presented by the author. Students can annotate their sticky notes to explain their reasoning about how the visual aided their understanding as readers.</p>

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<p>RI.2.8</p> <p>Identify the <b>reasons</b> an author gives to support ideas in a <b>text</b>.</p>	<p><b>Clarification:</b></p> <p>Students recognize what ideas an author is providing in a text. They are able to name what points in the text the author uses to develop or clarify those ideas.</p> <p><b>In the Classroom:</b></p> <p>During shared reading or guided reading, the teacher identifies a key idea or point from the text. Students highlight the reasons the author gives to support that key idea. Different colors can be used to highlight different key ideas.</p> <p>Students use graphic organizers such as "What" and "How" when reading an informational text. Students record the key ideas or points from the text (under What). They record reasons and details that support the key idea or point (under the How). Students examine the words, illustrations, and text features for evidence.</p> <p>While reading, students can make flap books. On the top of each flap, they record a key idea from the text and underneath each flap, they describe the reason/evidence provided by the author.</p>
<p>RI.2.9</p> <p><b>Compare and contrast</b> the most important points presented by two texts on the same topic.</p>	<p><b>Clarification:</b></p> <p>Students explain how two or more versions of the same story are similar and different (such as <i>Cinderella</i>). These versions should be by different authors and/or from different cultures.</p> <p><b>In the Classroom:</b></p> <p>Students use Venn diagrams to compare how the two stories are alike and different in terms of basic story elements, language, illustrations, etc. The teacher uses guiding questions such as "Where do the stories take place? When do the stories take place? How did the character react when ____?"</p> <p>After the class reads or listens to two versions of a story, each student writes or draws one or two observations on a sticky note about the ways in which the two texts are similar or different. Students consider how the characters, settings, and plots in the versions are alike and/or different.</p>

SECOND GRADE PRIORITY STANDARDS

<p>RI.2.10</p> <p>By the end of grade 2, read and understand literature within the 2-3 <b>text complexity band proficiently and independently</b> for sustained periods of time. Connect prior knowledge and experiences to <b>text</b>.</p>	<p><b>Clarification:</b></p> <p>By the end of grade 2, students competently read and understand literary texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.</p> <p><b>In the Classroom:</b></p> <p>The teacher provides time for students to process what they have read or strategies they have learned by having students talk and/or write in response to texts.</p> <p>The teacher guides students to make connections with texts and among texts by providing texts with similar content/topics.</p> <p>Students spend time independently reading high-quality literature and monitor for understanding for sustained periods of time.</p>
<p><b>Foundational Skills Standards</b></p>	<p><b>Clarification/In the Classroom</b></p>
<p>RF.2.2</p> <p>Print all upper- and lowercase letters legibly and proportionally.</p>	<p><b>Clarification:</b></p> <p>Students write all uppercase and lowercase letters so they are easily readable and of the correct size.</p> <p><b>In the Classroom:</b></p> <p>Students practice writing their letters on a variety of surfaces (e.g., whiteboards, sand, shaving cream).</p> <p>Students use lined handwriting paper to guide the size of their writing. The teacher explicitly describes where letters “live” on lined paper. The teacher refers to letters as tall, short, and letters with tails to help students with letter sizing.</p> <p>Students use lines on the page to guide the size of their writing</p>

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<p>RF.2.4</p> <p>Know and apply grade-level phonics and word <b>analysis</b> skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled onesyllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. <b>Decode</b> regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and <b>suffixes</b>.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read gradeappropriate irregularly spelled words.</p>	<p><b>Clarification:</b></p> <p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"><li>• Students tell the difference between long and short vowels when reading one-syllable words that have regular spelling patterns.</li><li>• Students identify and spell common vowel combinations.</li><li>• Students read two-syllable words that contain long vowels and regular spelling patterns</li><li>• Students read words with common prefixes and suffixes.</li><li>• Students recognize and name words with common yet inconsistent spelling-sound correspondences.</li><li>• Students identify and read grade appropriate words that do not follow normal spelling patterns.</li></ul> <p><b>In the Classroom:</b></p> <p>The teacher gives the students cards with two-syllable words that contain long vowels. Students work in partners to read each word.</p> <p>While engaging in read alouds and shared reading experiences, the teacher stops at grade appropriate irregularly spelled words. He/she models how to recognize and read the words. The words are added to the class word wall for later reference.</p>
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SECOND GRADE PRIORITY STANDARDS

<p>RF.2.5</p> <p>Read with sufficient accuracy and <b>fluency</b> to support comprehension.</p> <p>a. Read on-level <b>text</b> with <b>purpose</b> and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and <b>expression</b> on successive readings.</p> <p>c. Use context to confirm or <b>self-correct</b> word recognition and understanding, rereading as necessary.</p>	<p><b>Clarification:</b></p> <p>enough accuracy so that they understand the text.</p> <ul style="list-style-type: none"><li>• Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).</li><li>• Students read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.</li><li>• Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word.</li></ul> <p><b>In the Classroom:</b></p> <p>During small group instruction, the teacher leads students in echo reading. The teacher reads a section of a passage using appropriate phrasing and prosody. Using their own copies of the passage, students echo the teacher’s reading.</p> <p>During literacy stations, students engage in listening center activities. Students listen to several texts while following along with the print. Students then choose one of the texts and practice reading it aloud into a recorder. Students listen to their recordings, thinking about how to read the text more expressively. Students record themselves again.</p>
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SECOND GRADE PRIORITY STANDARDS

Writing Standards	Clarification/In the Classroom
<p>W.2.1</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion and reasons, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>Clarification:</b></p> <p>Opinion writing is the first developing form of argument writing. Opinion writing has many purposes – to convince the reader that the writer’s position is correct, change the reader’s position on a topic or encourage the reader to take action. Writers use reasons to support their positions on topics or books under study. Second graders introduce a topic or book they are writing about and state an opinion. Second graders strengthen their opinion pieces by providing multiple reasons in support of their opinions, using linking words to show a relationship between opinions and reasons, and providing closure through a concluding statement or section.</p> <p>The teacher exposes students to a variety of texts in which the author takes a position and then provides clear, convincing reasons to support his/her stance. The teacher provides guidance as students organize their thoughts using outlines or graphic organizers, and he/she guides them in creating reasons that best support their positions. The teacher gives students a list of choices. The teacher guides students in making choices, then in creating lists of reasons to support their positions.</p> <p>As a student constructs his/her paper, he/she states his/her opinion in a topic sentence, and provides reasoning to support the opinion. Students work with peers and adults to revise and edit their opinion pieces, ensuring their writing is focused on the topic and providing reasons that support the opinion. The revising and editing process allows students to see that the opinion piece makes sense, has a clear focus, uses appropriate linking language to connect opinion and reasons, and provides a sense of closure. Students use rubrics and checklists to help evaluate and organize their work.</p> <p>Students meet in groups or in pairs to discuss their opinions with peers, who ask questions and offer advice. Each student composes his/her opinion piece, and then meets with the teacher to edit his/her work for appropriate linking words, relevant reasons, and closure.</p>

SECOND GRADE PRIORITY STANDARDS

<p>W.2.2</p> <p>Write informative /explanatory <b>texts</b> in which they introduce a <b>topic</b>, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and <b>strengthen</b> writing as needed by <b>revising</b> and <b>editing</b>.</p>	<p><b>Clarification:</b></p> <p>Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Second graders write informative/explanatory pieces in which they introduce a topic, use facts and definitions to develop points about the topic, and conclude their writing with a closing statement or paragraph.</p> <p>As students begin their own research, the teacher provides support and direction during the planning, drafting, revising, and editing phases. The teacher assists students in organizing their information and evaluating its relevancy in preparation for writing.</p> <p>The teacher works with students by first demonstrating the use of digital and print media to conduct research about a topic. The teacher models how to read for relevant facts and how to take notes. The teacher uses graphic organizers, such as outlines and circle maps, to show students how to organize their information. The teacher stresses the importance of using information to develop points in their writing. The teacher also teaches student to define confusing or important words and phrases for the reader.</p> <p>The teacher uses an informational article to teach students effective note-taking skills. The teacher reads the article aloud slowly as students use highlighters to indicate facts they deem important. Students meet in groups to compare their articles. The teacher reviews articles to help students understand how to choose relevant facts and to eliminate unnecessary information. Students practice separating facts from opinion by watching a non-fiction video and listing facts on one side of a T-Chart and opinions on the other.</p> <p>Using their information and ideas, students create drafts and then join their peers to read and evaluate each other’s work. Students ask questions to help clarify statements and make suggestions to help their peers add details and maintain focus in their writing. Students revise and edit their work based on peer and teacher feedback.</p>
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SECOND GRADE PRIORITY STANDARDS

<p>W.2.3</p> <p>Write narratives in which they <b>recount</b> a well-elaborated event or short <b>sequence of events</b>, include details to <b>describe</b> actions, thoughts, and feelings, use <b>temporal transition words</b> to signal event order, and provide a sense of <b>closure</b>.</p> <p>a. With guidance and support from adults, organize information and ideas around a <b>topic</b> to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and <b>strengthen</b> writing as needed by <b>revising</b> and <b>editing</b>.</p>	<p><b>Clarification:</b></p> <p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Second grade students understand what makes up a story (characters, setting, problem, solution, conclusion) and can describe an event or short sequence of events, but need assistance with developing well-elaborated accounts of events, using temporal transition words to show event order, and ending their stories with satisfactory closure. The teacher helps students structure the order of their writing and adds details to enhance their work.</p> <p>The teacher reads both fiction and nonfiction narratives to students. While reading, the teacher and students generate class discussions about characters, setting, plot, problem, and solution. This pre-writing activity helps students build a timeline of the events that occur in a story. The teacher also guides students through exercises where they focus on one important event or short list of events. Students record details describing their actions, thoughts, and feelings, and they record the account in order.</p> <p>Students use graphic organizers, such as outlines and story maps, to plan their writing. Students meet with the teacher and peers, who listen to stories, ask questions, and make suggestions to help writers create more developed works. Second grade narrative writing contains details describing actions, thoughts, and feelings. The peer editing and teacher conferencing stages are important in helping writers flesh out their work. They use temporal transition words (e.g. before, after, suddenly, then, finally) to create a sense of continuity between events in their stories.</p> <p>The teacher guides and supports students through the revision and editing processes, ensuring their stories progress in order and contain correct spelling and grammar. Students discuss their writing with others to guarantee they have added enough details to the described event(s) and that they have sequenced events in a way that makes sense before revising their stories for final publication.</p>
<p>W.2.4</p> <p>With guidance and support from adults, use a variety of <b>digital tools</b> and resources to produce and <b>publish</b> writing, including in collaboration with peers.</p>	<p><b>Clarification:</b></p> <p>Students use an assortment of digital tools and resources to compose and publish original writing as small groups, with partners, or independently. The teacher provides support and guidance.</p> <p><b>In the Classroom:</b></p> <p>Students research a common topic and create a class presentation on Google Slides or another digital tool. Each student creates his/her own slide within the presentation, and the presentation is published on a class blog.</p> <p>Students work with partners to write short stories and publish the stories using a simple story creation app.</p>

SECOND GRADE PRIORITY STANDARDS

<p>W.2.5</p> <p>Participate in <b>shared research</b> and writing projects.</p>	<p><b>Clarification:</b></p> <p>Students take part in research and writing projects as a class or in groups.</p> <p><b>In the Classroom:</b></p> <p>The teacher chooses a topic from grade 2 science or social studies standards and introduces the topic to the students. Students discuss their background knowledge, and the teacher guides the students in framing an open-ended question they want to answer about the topic. Students work as a class to research the question and create a book, display, or digital resource.</p> <p>At the end of the year or a unit, students think about skills they have learned and work in partners to create “how-to” books about those skills. Partners choose one skill, such as figuring out the meaning of unknown words, adding and subtracting two-digit numbers, or how to answer a story problem, and create a how-to guide. How-to guides are then compiled into a class book.</p>
<p>W.2.6</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p>	<p><b>Clarification:</b></p> <p>Students think about and use personal experiences and/or collected information to provide answers to a specific question.</p> <p><b>In the Classroom:</b></p> <p>After a field trip, students use their experiences and personal recollections of the trip to write answers to a question about the trip.</p> <p>Students use content area notebooks to keep track of information learned about a particular subject. The writing and drawings in the notebooks are used when answering questions about the topic.</p>

SECOND GRADE PRIORITY STANDARDS

Speaking and Listening Standards	Clarification/In the Classroom
<p>SL.2.1</p> <p>Participate in collaborative conversations with diverse partners about grade 2 <b>topics</b> and <b>texts</b> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p><b>Clarification:</b></p> <p>Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.</p> <p>a. Students help develop, understand, and agree to follow discussion rules and norms such as gaining the floor in respectful ways, listening to others with care, and speaking one at a time about topics and texts under discussion.</p> <p>b. They add to the discussion, maintaining the topic with appropriate comments that connect to someone else's comment.</p> <p>c. The students ask questions to clarify any confusing areas or to gain further information.</p> <p><b>In the Classroom:</b></p> <p>The teacher models how to build a conversation by linking their comments to the remarks of others. As he/she models, the teacher creates an anchor chart of possible sentence starters that will help students link their thoughts with others. Examples include, "I agree with what _____ said because _____" and "When _____ said _____, it made me think _____."</p> <p>Students actively listen by looking at the speakers, taking turns talking, and sharing the floor with classmates to understand other comments and decide if they can add something new or relevant to a discussion.</p>
<p>SL.2.2</p> <p><b>Recount</b> or <b>describe key ideas</b> or details from a <b>text</b> read aloud or information presented orally or through other media.</p>	<p><b>Clarification:</b></p> <p>Students tell about or explain the important details and ideas in a text that is read aloud to them or information presented in various ways.</p> <p><b>In the Classroom:</b></p> <p>The teacher models how to listen carefully and then talk about important information and ideas.</p> <p>The teacher models for students how to be an active listener by watching a video on science or social studies topic to determine key ideas and details. While watching, the teacher models for students how to take notes about important information and recount the key ideas and details to others in your own words.</p>

SECOND GRADE PRIORITY STANDARDS

<p>SL.2.3</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a <b>topic</b> or issue.</p>	<p><b>Clarification:</b></p> <p>Students ask a speaker questions to gain more information and/or clarity, or to deepen their understanding of the presented topic or issue. They also answer questions about the speaker’s presentation.</p> <p><b>In the Classroom</b></p> <p>The teacher models for students how to actively listen by taking notes on information presented from an audiobook or video. He/she then models turning the notes into questions to clarify the information presented. Students work with partners to generate questions.</p> <p>During a presentation, students use graphic organizers to record questions about the topic or information. After the presentation is complete, students take turns asking the questions they recorded on their graphic organizers.</p>
<p>SL.2.4</p> <p>Tell a story or <b>recount</b> an experience with appropriate facts and <b>relevant, descriptive details</b>, speaking audibly in <b>coherent</b> and complete sentences.</p>	<p><b>Clarification:</b></p> <p>Students tell stories or describe personal experiences to others using important facts and vivid details. Students speak in complete sentences and use appropriate voice levels. <b>In the Classroom:</b></p> <p>The teacher provides opportunities for students to present to classmates about familiar topics. The teacher facilitates opportunities for students by having them work in groups to share photos about memorable experiences and participate in book talks.</p> <p>The teacher provides students with examples of incomplete sentences. Students work with partners to rewrite the sentences into coherent thoughts. Students then present the revisions to partners or the class while practicing adequate voice volume.</p>
<p>SL.2.5</p> <p>Create audio recordings of stories or <b>poems</b>; add drawings or other visual displays to stories or <b>recounts</b> of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>Clarification:</b></p> <p>Students record themselves reading a story or poem. They add pictures or other visuals to provide more information to a story or experience. The visual should clarify ideas, thoughts, or feelings.</p> <p><b>In the Classroom:</b></p> <p>The teacher shares a recorded reading of a story or poem. Students note what the reader did in the recording. They then practice recording themselves reading a story or poem.</p> <p>As a class, the teacher and students read a text without images. In small groups, students find images and write captions to clarify a key idea from the text. They add the images and captions to the text to create a class story. The teacher and students discuss how the images and captions helped clarify what the author wrote.</p>

SECOND GRADE PRIORITY STANDARDS

Language Standards	Clarification/In the Classroom
<p>L.2.1</p> <p>Demonstrate command of the <b>conventions of standard English grammar and usage</b> when writing or speaking; demonstrate <b>proficiency</b> within the 2-3 grammar continuum.</p>	<p><b>Clarification:</b></p> <p><a href="#">See Language Grammar Continuum</a></p>
<p>L.2.2</p> <p>Demonstrate command of the <b>conventions of standard English capitalization, punctuation, and spelling</b> when writing; demonstrate <b>proficiency</b> within the 2-3 conventions continuum.</p>	<p><b>Clarification:</b></p> <p><a href="#">See Language Grammar Continuum</a></p>
<p>L.2.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare <b>formal</b> and <b>informal uses of English</b>.</p>	<p><b>Clarification:</b></p> <p>Students use what they know about language and its grammar and usage to make effective choices in their writing or speaking or to aid their comprehension when reading or listening.</p> <ul style="list-style-type: none"> <li>• Students recognize the differences between formal language and informal language in reading, writing, speaking, and listening situations.</li> </ul> <p><b>In the Classroom</b></p> <p>Teachers provide opportunities for students to read and analyze a wide variety of texts for differences in style. While reading, students use sticky notes to indicate where authors use formal or informal language effectively.</p> <p>Students write two different letters on the same topic: one informal letter to a family member and one formal letter to a newspaper. Students highlight differences in their word usage and discuss how the tone of each letter differs.</p>

SECOND GRADE PRIORITY STANDARDS

L.2.4

Determine and/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: **context clues**, word parts, **word relationships**, and **reference materials**.

**Clarification:**

Students figure out and/or confirm the meaning of grade 2 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies - context clues, word parts, word relationships, and reference materials.

- Use sentence-level context as a clue to the meaning of a word or phrase: Students use the words around the unknown words to determine the meaning of that word.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell): Students understand the meaning of a word when a known prefix is added.
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional): Students recognize and use known root words when reading an unknown word with the same root word.
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark): Students use their understanding of each word in a compound word to determine the meaning of the compound word as a whole.
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases: Students reference grade appropriate glossaries and dictionaries when determining or clarifying an unknown word or phrase.
- Identify real-life connections between words and their use: Students think about new words in familiar contexts. For example, if a student doesn't understand the word spicy or juicy, he/she may think about foods that are spicy or juicy

**In the Classroom:**

During shared reading or read aloud, the teacher models using sentence level context clues to determine the meaning of the unknown word by identifying clue words or phrases to understand the word. (e.g. In the sentence, "She penned a letter", penned is a verb or action word and has to do with the action of creating a letter, so penned means writing)

Students use graphic organizers to analyze the meanings of unknown words by adding root words or word parts within the unknown word, and information about how the prefix or affix changed the meaning of the root word.

SECOND GRADE PRIORITY STANDARDS

<p>L.2.5</p> <p>Demonstrate understanding of <b>nuances</b> in word meanings. a. Distinguish shades of meaning among closely related verbs and closely related <b>adjectives</b>.</p>	<p><b>Clarification:</b></p> <p>Students understand subtle differences in word meanings.</p> <ul style="list-style-type: none"> <li>• Students determine the slight differences in the meanings of closely related verbs (e.g. toss, throw, hurl) and adjectives (e.g. thin, slender, skinny, scrawny).</li> </ul> <p><b>In the Classroom:</b></p> <p>The teacher provides a group of closely related verbs or adjectives. Students discuss the meanings of the words and how they are different. Students represent the words either by writing definition, drawing pictures, or acting them out.</p> <p>Students work with partners to come up with a group of five words that have similar meanings. Students discuss the meanings of the words and sort them in order from less descriptive to more descriptive words, using a semantic gradient such as a paint chip sample by relating the slight change in color to the slight change in meaning. Students share and explain their rankings of words with classmates.</p>
<p>L.2.6</p> <p>Use words and <b>phrases</b> learned through conversations, reading and being read to, and responding to <b>texts</b>, including using <b>adjectives</b> and <b>adverbs</b> to <b>describe</b>.</p>	<p><b>Clarification:</b></p> <p>Students use words and phrases in their speaking and writing. The words and phrases are learned through conversations with peers and adults, texts that they read or that been read to them, and responses to texts, both oral and written. Students use adjectives and adverbs when describing (e.g., When other kids are happy, that makes me happy).</p> <p><b>In the Classroom:</b></p> <p>Teachers provide students with mentor texts rich in adjectives and adverbs. Students identify how adjectives and adverbs are used by the authors to describe events, characters, settings, etc. In partners, students write sentences using rich adjectives and adverbs, as modeled by the mentor text. The teacher creates a class word wall using these words. As students use these words in their speaking and/or writing, they put stickers on that word's card.</p> <p>Students read texts and use sticky notes identifying interesting words/phrases the authors use. Students look up the meanings or discuss these words to deepen their understanding of the words. They practice using them in conversations and in writing.</p>

SECOND GRADE PRIORITY STANDARDS

Reading Literature and Reading Informational Text Priority Standards

KINDERGARTEN	
PRIORITY STANDARDS	
RL.K.3: With prompting and support, identify <b>characters</b> , settings, and major events in a story.	RI.K.3: With prompting and support, <b>describe</b> the connection between two individuals, <b>events</b> , ideas, or pieces of information in a <b>text</b> .
RI.K.4: With prompting and support, ask and answer questions about words in a <b>text</b> .	RF.K.1: Demonstrate understanding of the organization and basic features of print. (a-d)

FIRST GRADE	
PRIORITY STANDARDS	
<b>RL.1.2: Retell</b> stories, including <b>key details</b> , and demonstrate understanding of their <b>central message</b> or lesson.	<b>RL.1.9: Compare and contrast</b> the adventures and experiences of characters in stories.
<b>RI.1.2: Identify</b> the <b>main topic</b> and <b>retell key details</b> of a <b>text</b> .	<b>RI.1.5: Know</b> and use various <b>text features</b> to locate key facts or information in a <b>text</b> .

SECOND GRADE	
PRIORITY STANDARDS	
<b>RL.2.2: Recount</b> stories, including <b>fables</b> and <b>folktales</b> from diverse cultures, and determine their <b>central message</b> , lesson, or <b>moral</b> .	<b>RI.2.3: Describe</b> the connection between a series of historical <b>events</b> , scientific ideas or concepts, or steps in <b>technical procedures</b> in a <b>text</b> .
<b>RI.2.9: Compare and contrast</b> the most important points presented by two texts on the same topic.	

THIRD GRADE	
PRIORITY STANDARDS	
<b>RL.3.3: Describe</b> characters in a story and explain how their actions contribute to the <b>sequence of events</b> .	<b>RI.3.4: Determine</b> the meaning of words and <b>phrases</b> as they are used in a text, identifying words that impact the meaning in a text.
<b>RI.3.2: Determine</b> the <b>main idea</b> of a text; <b>recount</b> the <b>key details</b> and explain how they support the main idea.	<b>RI.3.8: Describe</b> how the author connects ideas between sentences and paragraphs to support specific points in a text.



SECOND GRADE PRIORITY STANDARDS

FOURTH GRADE	
PRIORITY STANDARDS	
RL.4.2: Determine a <b>theme</b> of a story, <b>drama</b> , or <b>poem</b> from details in the text; <b>summarize</b> the text.	RL.4.6: <b>Compare and contrast</b> the <b>point of view</b> from which different stories are narrated, including the difference between first- and third-person narrations.
RI.4.3: Explain <b>events</b> , procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.4.6: <b>Compare and contrast</b> a <b>firsthand</b> and <b>secondhand account</b> of the same event or <b>topic</b> ; <b>describe</b> the differences in focus and the information provided.

FIFTH GRADE	
PRIORITY STANDARDS	
RL.5.2: Determine a <b>theme</b> of a story, <b>drama</b> , or <b>poem</b> from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a <b>topic</b> ; <b>summarize</b> the text.	RL.5.5: Explain how <b>chapters</b> , scenes, or <b>stanzas</b> provide the overall structure of a particular story, <b>drama</b> , or <b>poem</b> .
RI.5.2: Determine two or more <b>main ideas</b> of a text and explain how they are supported by <b>key details</b> ; <b>summarize</b> the text.	RI.5.5: <b>Compare and contrast</b> the overall structure of <b>events</b> , ideas, concepts, or information in two or more texts.
RI.5.8: Explain how an author uses <b>reasons</b> and <b>evidence</b> to support particular points in a text, identifying which reasons and evidence support which point(s).	