

Grade 2 Reading and Writing
Priority and Supporting Standards
2024-2025



BCS Elementary Schools follow the Units of Study and Pacing of their High-Quality Instructional Resource: HQIR: CKLA, EL Education, or Wonders

**Prioritized Standards are bolded in black ink; supporting standards are bulleted under the Reading and Writing Strand they support*

| Grade 2 Prioritized Standards for 24-25 | | | | | |
|--|--|---|--|--|--|
| Reading Foundational Skills | Reading Literature | Reading Informational | Composition | Language | Handwriting |
| <p><i>Phonics and Word Recognition:</i> RF.2.3</p> <p><i>Fluency:</i> RF.2.4</p> | <p><i>Key Ideas and Details:</i> RL.2.1 RL.2.2 • RL.2.3</p> <p><i>Craft and Structure:</i> RL.2.4 • RL.2.5 • RL.2.6</p> <p><i>Integration of Knowledge:</i> • RL.2.7 • RL.2.9</p> <p><i>Reading Range/ Text Complexity Level:</i> • RL.2.10</p> | <p><i>Key Ideas and Details:</i> RI.2.1 RI.2.2 • RI.2.3</p> <p><i>Craft and Structure:</i> RI.2.4 • RI.2.5 • RI.2.6</p> <p><i>Integration of Knowledge:</i> • RI.2.7 • RI.2.8 • RI.2.9</p> <p><i>Reading Range/ Text Complexity Level:</i> • RI.2.10</p> | <p><i>Text Types and Purposes</i> C.2.1 C.2.2 C.2.3</p> <p><i>Production and Distribution:</i> • C.2.4</p> <p><i>Research to Build and Present Knowledge:</i> • C.2.5 • C.2.6</p> | <p><i>Conventions of Standard English:</i> • L.2.1 • L.2.2</p> <p><i>Knowledge of Language</i> • L.2.3</p> <p><i>Vocabulary Acquisition & Use:</i> • L.2.4 • L.2.5</p> | <ul style="list-style-type: none"> • HW.2.1 |

*[Boone County Schools K-2 Instructional Framework](#)

KY Academic Standards for Reading and Writing Grade 2

**** Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

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

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| Reading Foundational Skills | |
| Print Concepts | |
| <i>No Print Concepts Standard 1 for grade 2</i> | Priority Standard |
| Phonological Awareness | |
| <i>No Phonological Awareness Standard for grade 2.</i> | Priority Standard |
| Phonics and Word Recognition | |
| <p style="text-align: center;">RF.2.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> | Priority Standard |

- c. Decode regularly spelled two-syllable words with long vowels.
- d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.4

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

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

Priority Standard

Reading Literature Texts

Key Ideas and Details

| RL.1.1 | RL.2.1 | RL.3.1 |
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| With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text. | <i>Ask and answer such</i> QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text. | Ask and answer questions, and make and support logical inferences to construct meaning from the text. |

Priority Standard

| RL.1.2 | RL.2.2 | RL.3.2 |
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| With prompting and support, recognize key details from a summary to demonstrate understanding of the author's | Identify implicit and explicit information from a summary to determine the AUTHOR'S MESSAGE, LESSON LEARNED | Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or |

Priority Standard

message, lesson learned and/ or moral.

AND/OR MORAL, including but not limited to **FABLES AND FOLKTALES FROM DIVERSE CULTURES**.

moral, including but not limited to fables, folktales and myths from diverse cultures.

RL.1.3

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

RL.2.3

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

RL.3.3

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

Supporting Standard

Craft and Structure

RL.1.4

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

RL.2.4

Describe how words and phrases, including but not limited to **REGULAR BEATS, ALLITERATION, RHYMES and/or REPEATED LINES**, *supply rhythm and shape meaning* in a story, poem or song.

RL.3.4

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

Priority Standard

RL.1.5

Recognize major differences between the structures of poems, stories and dramas,

RL.2.5

Describe how parts of the text contribute to the overall **STRUCTURE OF POEMS**,

RL.3.5

Describe and provide evidence for how parts of the text contribute to the overall structure

Supporting Standard

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| including but not limited to linear, nonlinear and circular structures. | <i>STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</i> | of poems, stories and dramas' including but not limited to linear, non-linear and circular structures. | |
| RL.1.6 | RL.2.6 | RL.3.6 | |
| With prompting and support, identify who is telling the story at various points in a text. | With prompting and support, <i>acknowledge differences in the PERSPECTIVES OF CHARACTERS</i> , including <i>by speaking in a different voice for each character when reading dialogue aloud</i> , and how those PERSPECTIVES shape the content of the text | Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text. | Supporting Standard |
| Integration of Knowledge and Ideas | | | |
| RL.1.7 | RL.2.7 | RL.3.7 | |
| Use a story's illustrations and details to describe its characters, setting and events. | <i>Use a story's illustrations and words in PRINT/NON-PRINT TEXTS to demonstrate understanding of CHARACTERS, SETTING AND PLOT.</i> | Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting. | Supporting Standard |
| RL.1.9 | RL.2.9 | RL.3.9 | |
| Compare/contrast the adventures and experiences of | <i>Compare/contrast TWO OR MORE VERSIONS of the same</i> | Compare/contrast the themes, settings and plots of stories | |

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| characters in stories. | <i>story by</i> DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES. | written by the same author about the same or similar characters. | |
| Reading Range/ Text Complexity Level | | | |
| RL.1.10 | RL.2.10 | RL.3.10 | Supporting Standard |
| With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. | By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. | |
| Reading Informational Texts | | | |
| Key Ideas and Details | | | |
| RI.1.1 | RI.2.1 | RI.3.1 | Priority Standard |
| With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical | <i>Ask and answer such</i> QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support | Ask and answer questions, and make and support logical inferences to construct meaning from the text. | |

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| inferences to construct meaning from the text. | | logical inferences to construct meaning from the text. | | |
| RI.1.2 | RI.2.2 | RI.3.2 | | |
| With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text. | Identify implicit and explicit information from a summary to determine the CENTRAL IDEA of a text. | Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text. | | Priority Standard |
| RI.1.3 | RI.2.3 | RI.3.3 | | Supporting Standard |
| With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text. | Describe the connection between INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text. | Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. | | |
| Craft and Structure | | | | |
| RI.1.4 | RI.2.4 | RI.3.4 | | Priority Standard |
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text. | <i>Determine the meaning of general ACADEMIC WORDS AND PHRASES and how those words and phrases shape meaning in a GRADE-LEVEL TEXT.</i> | Determine the meaning of general academic words and phrases in a grade level text, and describe how those words and phrases shape meaning. | | |

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| RI.1.5 | RI.2.5 | RI.3.5 | Supporting Standard |
| <p>Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.</p> | <p><i>Identify and describe INFORMATIONAL TEXT STRUCTURES, including SEQUENCE/CHRONOLOGICAL AND DESCRIPTIVE STRUCTURES, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</i></p> | <p>Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</p> | |
| RI.1.6 | RI.2.6 | RI.3.6 | Supporting Standard |
| <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> | <p><i>Identify the MAIN PURPOSE of a text, including what the author wants to ANSWER, EXPLAIN OR DESCRIBE, and how that purpose shapes the content of the text.</i></p> | <p>Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text</p> | |
| Integration of Knowledge and Ideas | | | |
| RI.1.7 | RI.2.7 | RI.3.7 | Supporting Standard |
| <p>Use the visuals and details in a text to describe its key ideas.</p> | <p><i>Identify information gained from VISUALS AND WORDS in the text, and explain how that information contributes to understanding of the text.</i></p> | <p>Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.</p> | |

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| RI.1.8 | RI.2.8 | RI.3.8 | Supporting Standard |
| Identify the claim and the reasons an author gives to support the claim in a text. | Describe how REASONS support specific CLAIMS the author makes in a text. | Describe how reasons and evidence support specific claims the author makes in a text. | |
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| RI.1.9 | RI.2.9 | RI.3.9 | Supporting Standard |
| Identify information from two or more texts on similar themes or topics. | Describe the relationship between information from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC. | Explain the relationship between information from two or more texts on the same theme or topic. | |
| Reading Range/ Text Complexity Level | | | |
| RI.1.10 | RI.2.10 | RI.3.10 | Supporting Standard |
| With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently & proficiently. | By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently. | |

Composition

Text Types and Purposes

| C.1.1 | C.2.1 | C.3.1 |
|--|---|---|
| <p>Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> | <p>Compose OPINION PIECES, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. <i>b. Introduce the topic, followed by an OPINION STATEMENT, and create an organizational structure.</i> c. Provide reasons with details to support the opinion. <i>d. Use grade-appropriate TRANSITIONS.</i> e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising</p> | <p>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> |

Priority Standard

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| | | and <i>editing</i> . | | Priority Standard |
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| C.1.2 | C.2.2 | C.3.2 | | |
| <p>Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> | <p>Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, <i>to establish a topic and provide information about the topic.</i> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. <i>b. Introduce the topic.</i></p> <p>c. Supply information with detail to develop the topic. <i>d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.</i></p> <p><i>e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.</i></p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> | <p>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions and details.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> | | |

| C.1.3 | C.2.3 | C.3.3 | Priority Standard |
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| <p>Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> | <p>Compose NARRATIVES, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><i>b. Recount a single event or multiple events, memories or ideas.</i></p> <p><i>c. Include details which describe actions, thoughts, emotions.</i></p> <p><i>d. Use temporal words and phrases to signal event order.</i></p> <p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> | <p>Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and or circular structure.</p> <p>. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure that follows the narrated experiences or events.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed</p> | |

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| | | by planning, revising and editing. | |
| Production and Distribution | | | |
| C.1.4 | C.2.4 | C.3.4 | Supporting Standard |
| With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. | With guidance and support from adults, <i>use a VARIETY OF DIGITAL RESOURCES to create and publish products, including in collaboration with peers.</i> | With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. | |
| Research to Build & Present Knowledge | | | |
| C.1.5 | C.2.5 | C.3.5 | Supporting Standard |
| With guidance and support, participate in shared research and writing projects. | Conduct shared RESEARCH and writing projects that build knowledge about a topic. | Conduct short research projects that build knowledge about a topic. | |
| C.1.6 | C.2.6 | C.3.6 | Supporting Standard |
| With guidance and support, collect information from real world experiences or provided sources to answer or generate questions. | <i>Collect information from real-world experiences or provided sources to answer or generate questions.</i> | Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories | |

Range of Writing

* C.7 Begins in grade 3

Supporting Standard

Language

CONVENTIONS OF STANDARD ENGLISH

| L.1.1 | L.2.1 | L.3.1 |
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| <p>When writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts. | <p>In writing or speaking, demonstrate appropriate use of:</p> <ul style="list-style-type: none"> a. COLLECTIVE NOUNS. b. FREQUENTLY OCCURRING IRREGULAR NOUNS. c. REFLEXIVE PRONOUNS. d. PAST TENSE OF FREQUENTLY OCCURRING IRREGULAR VERBS. e. ADJECTIVES AND ADVERBS in sentence formation. f. producing, expanding and rearranging COMPLETE SIMPLE AND COMPOUND SENTENCES | <p>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ul style="list-style-type: none"> a. explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. form and use regular and irregular plural nouns. c. use abstract nouns. d. form and use regular and irregular verbs. e. use verb tenses. f. ensure subject-verb and pronoun-antecedent agreement. g. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. use coordinating and subordinating conjunctions. i. produce simple, compound and complex sentences. |

Supporting Standard

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| | | | Priority Standard |
| L.1.2 | L.2.2 | L.3.2 | |
| <p>When writing:</p> <p>a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation.</p> <p>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | <p>When writing:</p> <p><i>a. Capitalize</i> PROPER NOUNS, HOLIDAYS, PRODUCT NAMES AND GEOGRAPHIC NAMES.</p> <p><i>b. Demonstrate appropriate use of</i> COMMAS IN VARIOUS COMMUNICATION FORMATS (e.g., letter, email, blog).</p> <p><i>c. Use</i> APOSTROPHE to form CONTRACTIONS AND POSSESSIVES.</p> <p><i>d. Generalize</i> SPELLING PATTERNS.</p> <p><i>e. Use reference materials to self-check and correct spelling.</i></p> | <p>When writing:</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Use possessives.</p> <p>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</p> <p>f. Use spelling patterns and generalizations in writing words.</p> <p>g. Consult reference materials as needed to check and correct spellings.</p> | |
| KNOWLEDGE OF LANGUAGE | | | |
| L.1.3 | L.2.3 | L.3.3 | Supporting Standard |
| <p>(Begins in grade 2)</p> | <p><i>Use knowledge of language and its conventions</i> when writing, speaking, reading or listening.</p> <p><i>a. Compare</i> FORMAL AND INFORMAL uses of English.</p> | <p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written Standard English.</p> | |

VOCABULARY ACQUISITION AND USE

| L.1.4 | L.2.4 | L.3.4 |
|--|--|--|
| <p>Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Identify common affixes and how they change the meaning of a word.</p> <p>c. With guidance and support, identify frequently occurring root words and their inflectional forms.</p> <p>d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> | <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</i></p> <p>a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.</p> <p><i>b. Determine the meaning of the new word formed when a known PREFIX is added to a known word.</i></p> <p><i>c. Use a known ROOT WORD as a clue to the meaning of an unknown word with the same root.</i></p> <p><i>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</i></p> <p><i>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</i></p> <p>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using ADJECTIVES AND ADVERBS to describe.</p> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> |

Supporting Standard

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| | | | Supporting Standard |
| L.1.5 | L.2.5 | L.3.5 | |
| <p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).</p> | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS.</p> <p>b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).</p> | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.</p> | |
| Handwriting | | | |
| | | | Supporting Standard |
| HW.1.1 | HW.2.1 | HW.3.1 | |
| <p>Legibly print all upper- and lowercase letters and numerals with correct form.</p> | <p>Introduce formation of all upper- and lowercase cursive letters.</p> | <p>Legibly form cursive letters, words, and sentences with accepted norms.</p> | |
| Interdisciplinary Literacy Practices | | | |
| <p><i>The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.</i></p> | | | |

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| 1 | <i>Recognize that text is anything that communicates a message.</i> |
| 2 | <i>Employ, develop, and refine schema to understand and create text.</i> |
| 3 | <i>View literacy experiences as transactional, interdisciplinary, and transformational.</i> |
| 4 | <i>Utilize receptive and expressive language arts to better understand self, others and the world.</i> |
| 5 | <i>Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</i> |
| 6 | <i>Collaborate with others to create new meaning.</i> |
| 7 | <i>Utilize digital resources to learn and share with others.</i> |
| 8 | <i>Engage in specialized, discipline-specific literacy practices.</i> |
| 9 | <i>Apply high-level cognitive processes to think deeply and critically about text.</i> |
| 10 | <i>Develop a literacy identity that promotes lifelong learning.</i> |