

KEY: I = Begin Instruction A = Assessed by Checkpoint TA = Assessed by Teacher * = Ongoing

ENGLISH LANGUAGE ARTS

														Quarter		1	2	3	4													
HMH Modules	1			2			3			4			5			6			7			8			9			10			11	12
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Optional	Optional
READING STANDARDS																																
Key Ideas and Details- Standard #1																																
2.RL.KID.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.																										A	A	A	A		
2.RI.KID.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.																										A	A	A	A		
Key Ideas and Details- Standard #2																																
2.RL.KID.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.																												A	A		
2.RI.KID.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.																											A	A	A		
Key Ideas and Details- Standard #3																																
2.RL.KID.3	Describe how characters in a story respond to major events and challenges.																											A	A	A		
2.RI.KID.3	Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.																												A	A		
Craft and Structure- Standard #4																																
2.RL.CS.4	Describe how words and phrases supply meaning in a story, poem, or song.																										*	*	*	A		
2.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.																										A	A	A	A		
Craft and Structure- Standard #5																																
2.RL.CS.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.																													A		

2.RI.CS.5	Know and use various text features to locate key facts or information in a text efficiently.	*	*	A	A
Craft and Structure- Standard #6					
2.RL.CS.6	Determine when characters have different points of view.		A	A	A
2.RI.CS.6	Identify the main purpose of a text, including what an author wants to answer, explain, or describe.			A	A
Integration of Knowledge and Ideas- Standard #7					
2.RL.IKI.7	Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	A	A	A	A
2.RI.IKI.7	Identify and explain how illustrations and words contribute to and clarify a text.		A	A	A
Integration of Knowledge and Ideas- Standard #8					
2.RI.IKI.8	Describe how reasons support specific points an author makes in a text.			A	A
Integration of Knowledge and Ideas- Standard #9					
2.RL.IKI.9	Compare and contrast two or more versions of the same story by different authors or different cultures.				A
2.RI.IKI.9	Compare and contrast the most important points presented by two texts on the same topic.			A	
Range of Reading and Level of Text Complexity- Standard #10					
2.RL.RRTC.10	Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	*	*	*	*
2.RI.RRTC.10	Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	*	*	*	*
FOUNDATIONAL LITERACY STANDARDS					
Phonics and Word Recognition- Standard #3					
2.FL.PWR.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	A			
2.FL.PWR.3.b	Know spelling-sound correspondences for additional common vowel teams.		A		
2.FL.PWR.3.c	Decode regularly spelled two-syllable words with long vowels.				A
2.FL.PWR.3.d	Decode words with common prefixes and suffixes.				A
2.FL.PWR.3.e	Identify words with inconsistent but common spelling-sound correspondences.			A	
2.FL.PWR.3.f	Recognize and read grade-appropriate irregularly spelled words.			A	
2.FL.PWR.3.g	Decode grade-level texts with purpose and understanding.	*	*	*	*

Word Composition- Standard #4					
2. FL.WC.4.a	Use conventional spelling for one-syllable words including position-based patterns , complex consonant blends , less common vowel teams for long vowels , vowel-r combinations , contractions , homophones , plurals , and possessives .	A	A	A	A
2. FL.WC.4.b	Use conventional spelling for regular two- and three-syllable words containing combined syllable types , compounds , and common prefixes and derivational suffixes .			A	A
2. FL.WC.4.c	Spell words with suffixes that require consonant doubling, dropping silent <i>-e</i> , and changing <i>y</i> to <i>i</i> .				A
2. FL.WC.4.d	Write most common, frequently used words and most irregular words.	TA	TA	TA	TA
2. FL.WC.4.e	Consult reference materials, including beginning dictionaries, to check and correct spelling.			I	A
2. FL.WC.4.f	Print legibly in manuscript; write many upper and lowercase letters in cursive.	*	*	*	*
Fluency- Standard #5					
2.FL.F.5.a	Read grade-level text with purpose and understanding.	*	*	*	*
2.FL.F.5.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	*	*	*	*
2.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	*	*	*	*
Sentence Composition- Standard #6					
2.FL.SC.6.a	Use collective nouns.	A			
2.FL.SC.6.b	Form and use frequently occurring irregular plural nouns.	A			
2.FL.SC.6.c	Use reflexive pronouns, such as <i>myself</i> and <i>ourselves</i> .		A		
2.FL.SC.6.d	Form and use the past tense of frequently occurring irregular verbs.			A	
2.FL.SC.6.e	Use adjectives and adverbs correctly.			A	A
2.FL.SC.6.f	Produce, expand, and rearrange simple and compound sentences.	A	I	A	
2.FL.SC.6.g	Use common coordinating conjunctions.		I	A	
2.FL.SC.6.h	Capitalize holidays, product names, and geographic names.		A		
2.FL.SC.6.i	Use commas in the greeting and closing of a letter.		A		
2.FL.SC.6.j	Use an apostrophe to form contractions and frequently occurring possessives.				A
2.FL.SC.6.k	With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.	TA	TA	TA	TA

Vocabulary Acquisition- Standard #7				
2.FL.VA.7a	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.			
2.FL.VA.7a.i	Use sentence-level context as a clue to the meaning of a word or phrase.	A		
2.FL.VA.7a.ii	Determine the meaning of the new word formed when a known affix is added to a known word.			A
2.FL.VA.7a.iii	Use a known root word as a clue to the meaning of an unknown word with the same root.			A
2.FL.VA.7a.iv	Use knowledge of the meaning of individual words to predict the meaning of compound words.		A	
2.FL.VA.7a.v	Use glossaries and beginning dictionaries , both print and digital, to determine or clarify the meaning of words and phrases.	I	A	I A
2.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings.			
2.FL.VA.7b.i	Identify real-life connections between words and their use.	A		
2.FL.VA.7b.ii	Distinguish shades of meaning among closely related words.			A
2.FL.VA.7c	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	*	*	* *
WRITING STANDARDS				
Text Types and Protocol- Standard #1				
2.W.TTP.1	Write opinion pieces on topics or texts.			A
2.W.TTP.1.a	Introduce topic or text.			A
2.W.TTP.1.b	State an opinion.			A
2.W.TTP.1.c	Supply reasons to support the opinion.			A
2.W.TTP.1.d	Use linking words to connect the reasons to the opinion.			A
2.W.TTP.1.e	Provide a concluding statement or section.			A
Text Types and Protocol- Standard #2				
2.W.TTP.2	Write informative/explanatory texts.			A
2.W.TTP.2.a	Introduce a topic.			A
2.W.TTP.2.b	Use facts and definitions to provide information.			A
2.W.TTP.2.c	Provide a concluding statement or section.			A
Text Types and Protocol- Standard #3				
2.W.TTP.3	Write narratives recounting an event or short sequence of events. (Personal, Imaginative)	I	A	
2.W.TTP.3.a	Include details to describe actions, thoughts, and feelings.	I	A	

2.W.TTP.3.b	Use time order words to signal event order.	I	A		
2.W.TTP.3.c	Provide a sense of closure.	I	A		
Production and Distribution of Writing- Standard #4					
2.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	*	*	*	*
Production and Distribution of Writing- Standard #5					
2.W.PDW.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	*	*	*	*
Production and Distribution of Writing- Standard #6					
2.W.PDW.6	With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	*	*	*	TA
Research to Build and Present Knowledge- Standard #7					
2.W.RBPK.7	Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	*	*	TA	
Research to Build and Present Knowledge- Standard #8					
2.W.RBPK.8	Recall information from experiences or gather information from provided sources to answer a question.	*	*	*	*
Research to Build and Present Knowledge- Standard #9					
2.W.RBPK.9	(Begins in Grade 3)				
Range of Writing- Standard #10					
2.W.RW.10	With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	*	*	*	*
SPEAKING AND LISTENING STANDARDS					
Comprehension and Collaboration- Standard #1					
2.SL.CC.1	Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 nd grade topics and texts.	*	*	*	*
Comprehension and Collaboration- Standard #2					
2.SL.CC.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	*	*	*	*
Comprehension and Collaboration- Standard #3					
2.SL.CC.3	Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	*	*	*	*

	Presentation of Knowledge and Ideas- Standard #4				
2.SL.PKI.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	*	*	*	*
	Presentation of Knowledge and Ideas- Standard #5				
2.SL.PKI.5	Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	*	*	*	*
	Presentation of Knowledge and Ideas- Standard #6				
2.SL.PKI.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	*	*	*	*

Tennessee Academic Standards for Quarter One

ELA: Second Grade

STANDARDS ASSESSED BY JCS CHECKPOINT #1

READING STANDARDS

2.RL.KID.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2.RI.KID.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2.RI.CS.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RI.CS.5: Know and use various text features to locate key facts or information in a text efficiently. (ONGOING INSTRUCTION, ASSESSED Q3 & Q4)

2.RL.IKI.7: Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

FOUNDATIONAL LITERACY STANDARDS

2.FL.PWR.3.a: Distinguish long and short vowels when reading regularly spelled one-syllable words.

2.FL.WC.4.a: Use conventional spelling for one-syllable words including **position-based patterns**, **complex consonant blends**, less common vowel teams for long vowels, vowel-*r* combinations, contractions, homophones, plurals, and possessives.

2.FL.SC.6.a: Use collective nouns.

2.FL.SC.6.b: Form and use frequently occurring irregular plural nouns.

2.FL.SC.6.f: Produce, expand, and rearrange **simple** and compound sentences.

2.FL.VA.7a.i: Use sentence-level context as a clue to the meaning of a word or phrase.

2.FL.VA.7a.v: Use **glossaries** and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (BEGIN INSTRUCTION, ASSESSED Q2)

2.FL.VA.7b.i: Identify real-life connections between words and their use.

WRITING STANDARDS

No Formal Writing Assessment for Quarter 1

Introduce Personal Narrative Writing, Assess Narrative Writing (Personal & Imaginative) in Quarter 2

2.W.TTP.3: Write narratives recounting an event or short sequence of events. (Personal & Imaginative)

2.W.TTP.3.a: Include details to describe actions, thoughts, and feelings.

2.W.TTP.3.b: Use time order words to signal event order.

2.W.TTP.3.c: Provide a sense of closure.

STANDARDS ASSESSED BY TEACHER

FOUNDATIONAL LITERACY STANDARDS

2.FL.WC.4.d: Write most common, frequently used words and most irregular words.

2.FL.SC.6.k: With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.

Tennessee Academic Standards for Quarter Two

ELA: Second Grade

STANDARDS ASSESSED BY JCS CHECKPOINT #2

READING STANDARDS

2.RL.KID.1: Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

2.RI.KID.1: Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

2.RI.KID.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.

2.RL.KID.3: Describe how characters in a story respond to major events and challenges.

2.RI.CS.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RI.CS.5: Know and use various text features to locate key facts or information in a text efficiently. (ONGOING INSTRUCTION, ASSESSED Q3 & Q4)

2.RL.CS.6: Determine when characters have different points of view.

2.RL.IKI.7: Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.RI.IKI.7: Identify and explain how illustrations and words contribute to and clarify a text.

FOUNDATIONAL LITERACY STANDARDS

2.FL.PWR.3.b: Know spelling-sound correspondences for additional common vowel teams.

2.FL.WC.4.a: Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-*r* combinations, contractions, **homophones**, **plurals**, and possessives.

2.FL.SC.6.c: Use reflexive pronouns, such as *myself* and *ourselves*.

2.FL.SC.6.f: Produce, expand, and rearrange simple and **compound** sentences. (BEGIN INSTRUCTION, ASSESSED Q3)

2.FL.SC.6.g: Use common coordinating conjunctions. (BEGIN INSTRUCTION, ASSESSED Q3)

2.FL.SC.6.h: Capitalize holidays, product names, and geographic names.

2.FL.SC.6.i: Use commas in the greeting and closing of a letter.

2.FL.VA.7a.v: Use **glossaries** and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

WRITING STANDARDS

2.W.TTP.3: Write narratives recounting an event or short sequence of events. (Personal & Imaginative)

2.W.TTP.3.a: Include details to describe actions, thoughts, and feelings.

2.W.TTP.3.b: Use time order words to signal event order.

2.W.TTP.3.c: Provide a sense of closure.

STANDARDS ASSESSED BY TEACHER

FOUNDATIONAL LITERACY STANDARDS

2.FL.WC.4.d: Write most common, frequently used words and most irregular words.

2.FL.SC.6.k: With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.

Tennessee Academic Standards for Quarter Three

ELA: Second Grade

STANDARDS ASSESSED BY JCS CHECKPOINT #3

READING STANDARDS

- 2.RL.KID.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- 2.RI.KID.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- 2.RL.KID.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RI.KID.2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.
- 2.RL.KID.3:** Describe how characters in a story respond to major events and challenges.
- 2.RI.KID.3:** Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
- 2.RI.CS.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RI.CS.5:** Know and use various text features to locate key facts or information in a text efficiently.
- 2.RL.CS.6:** Determine when characters have different points of view.
- 2.RI.CS.6:** Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 2.RL.IKI.7:** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RI.IKI.7:** Identify and explain how illustrations and words contribute to and clarify a text.
- 2.RI.IKI.8:** Describe how reasons support specific points an author makes in a text.
- 2.RI.IKI.9:** Compare and contrast the most important points presented by two texts on the same topic.

FOUNDATIONAL LITERACY STANDARDS

- 2.FL.PWR.3.e:** Identify words with inconsistent but common spelling-sound correspondences.
- 2.FL.PWR.3.f:** Recognize and read grade-appropriate irregularly spelled words.
- 2.FL.WC.4.a:** Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, **less common vowel teams for long vowels**, **vowel-r combinations**, contractions, homophones, plurals, and possessives.
- 2.FL.WC.4.b:** Use conventional spelling for regular two- and three-syllable words containing combined syllable types, **compounds**, and common prefixes and derivational suffixes.
- 2.FL.WC.4.e:** Consult reference materials, including beginning dictionaries, to check and correct spelling. (BEGIN INSTRUCTION, ASSESSED Q4)
- 2.FL.SC.6.d:** Form and use the past tense of frequently occurring irregular verbs.
- 2.FL.SC.6.e:** Use **adjectives** and adverbs correctly.
- 2.FL.SC.6.f:** Produce, expand, and rearrange simple and **compound** sentences.
- 2.FL.SC.6.g:** Use common coordinating conjunctions.
- 2.FL.VA.7a.iv:** Use knowledge of the meaning of individual words to predict the meaning of compound words.
- 2.FL.VA.7a.v:** Use glossaries and **beginning dictionaries**, both print and digital, to determine or clarify the meaning of words and phrases. (BEGIN INSTRUCTION, ASSESSED Q4)

WRITING STANDARDS

- 2.W.TTP.2:** Write informative/explanatory texts.
- 2.W.TTP.2.a:** Introduce a topic.
- 2.W.TTP.2.b:** Use facts and definitions to provide information.
- 2.W.TTP.2.c:** Provide a concluding statement or section.

STANDARDS ASSESSED BY TEACHER
FOUNDATIONAL LITERACY STANDARDS
2.FL.WC.4.d: Write most common, frequently used words and most irregular words.
2.FL.SC.6.k: With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
WRITING STANDARDS
2.W.RBPK.7: Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.

Tennessee Academic Standards for Quarter Four

ELA: Second Grade

STANDARDS ASSESSED BY JCS CHECKPOINT #4

READING STANDARDS

- 2.RL.KID.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- 2.RI.KID.1:** Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- 2.RL.KID.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RI.KID.2:** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.
- 2.RL.KID.3:** Describe how characters in a story respond to major events and challenges.
- 2.RI.KID.3:** Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.
- 2.RL.CS.4:** Describe how words and phrases supply meaning in a story, poem, or song.
- 2.RI.CS.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- 2.RL.CS.5:** Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
- 2.RI.CS.5:** Know and use various text features to locate key facts or information in a text efficiently.
- 2.RL.CS.6:** Determine when characters have different points of view.
- 2.RI.CS.6:** Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 2.RL.IKI.7:** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RI.IKI.7:** Identify and explain how illustrations and words contribute to and clarify a text.
- 2.RI.IKI.8:** Describe how reasons support specific points an author makes in a text.
- 2.RL.IKI.9:** Compare and contrast two or more versions of the same story by different authors or different cultures.

FOUNDATIONAL LITERACY STANDARDS

- 2.FL.PWR.3.c:** Decode regularly spelled two-syllable words with long vowels.
- 2.FL.PWR.3.d:** Decode words with common prefixes and suffixes.
- 2.FL.WC.4.a:** Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-*r* combinations, **contractions**, homophones, plurals, and **possessives**.
- 2.FL.WC.4.b:** Use conventional spelling for regular two- and three-syllable words containing **combined syllable types**, compounds, and **common prefixes and derivational suffixes**.
- 2.FL.WC.4.c:** Spell words with suffixes that require consonant doubling, dropping silent *-e*, and changing *y* to *i*.
- 2.FL.WC.4.e:** Consult reference materials, including beginning dictionaries, to check and correct spelling.
- 2.FL.SC.6.e:** Use adjectives and **adverbs** correctly.
- 2.FL.SC.6.j:** Use an apostrophe to form contractions and frequently occurring possessives.
- 2.FL.VA.7a.ii:** Determine the meaning of the new word formed when a known affix is added to a known word.
- 2.FL.VA.7a.iii:** Use a known root word as a clue to the meaning of an unknown word with the same root.
- 2.FL.VA.7a.v:** Use glossaries and **beginning dictionaries**, both print and digital, to determine or clarify the meaning of words and phrases.
- 2.FL.VA.7b.ii:** Distinguish shades of meaning among closely related words.

WRITING STANDARDS

2.W.TTP.1: Write opinion pieces on topics or texts.

2.W.TTP.1.a: Introduce topic or text.

2.W.TTP.1.b: State an opinion.

2.W.TTP.1.c: Supply reasons to support the opinion.

2.W.TTP.1.d: Use linking words to connect the reasons to the opinion.

2.W.TTP.1.e: Provide a concluding statement or section.

STANDARDS ASSESSED BY TEACHER**FOUNDATIONAL LITERACY STANDARDS**

2.FL.WC.4.d: Write most common, frequently used words and most irregular words.

2.FL.SC.6.k: With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.

WRITING STANDARDS

2.W.PDW.6: With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.