

1st Nine Weeks

42 Days

Aug. 12-Oct. 9

Content Area: English Language Arts and Reading (ELAR) Standards Grade Level: 2nd Grade Revision Date: 06/2024

****Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ****

Standard Key: Blue= Highest Stakes Strands (greatest needs) Yellow= High Stakes Strands

Foundational Language Skills	READING Module 1 Be a Super Citizen	VOCABULARY Module 1 Be a Super Citizen	WRITING Module 1 Be a Super Citizen
<p>Module 1 Be a Super Citizen</p> <p>2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p> <p>(B) demonstrate and apply phonetic knowledge by?</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends.</p> <p>(ii) decoding words with silent letters such as knife and gnat.</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>(vii) identifying and reading high-frequency words from a research-based list.</p> <p>(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables ioen syllables: VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.</p> <p>2.4 Developing and sustaining foundational language skills: listening,</p>	<p>2.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <p>(A) listen actively, ask relevant questions, to clarify information, and answer questions using multi-word responses.</p> <p>(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.</p> <p>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.</p> <p>(E) develop social communication such as distinguishing between asking and telling</p> <p>2.3 Developing and sustaining foundational language skills; listening, speaking, reading, writing and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(A) use print or digital resources to determine meaning and pronunciation of unknown words.</p> <p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion.</p> <p>(D) identify, use, and explain the meaning of antonyms.</p>	<p>2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p> <p>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to</p> <p>(A) use print or digital resources to determine meaning and pronunciation of unknown words;</p> <p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</p> <p>(D) alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p>2.2 E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p> <p>2.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts that are legible and use appropriate conventions. The student is expected to:</p> <p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming.</p> <p>(B) organizing with structure</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion; and</p> <p>(ii) developing an idea with specific and relevant details</p> <p>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(iii) singular, plural, common, and proper nouns;</p> <p>(vi) prepositions and prepositional phrases</p> <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences</p> <p>(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) publish written work for appropriate audiences</p> <p>(12) Composition: listening, speaking, reading, writing, and</p>

<p>speaking, reading, writing, and thinking—fluency. The students read grade level text with fluency and comprehension.</p>	<p>synonyms, idioms, and homographs in context.</p> <p>2.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self –sustained reading. The student reads grade-appropriate texts independently.</p> <p>2.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts.</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures.</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(G) evaluate details to determine key ideas</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</p> <p>2.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text;</p> <p>(C) use text evidence to support an appropriate response</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p>		<p>thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft;</p> <p>2.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate questions on a topic for formal and informal inquiry;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) identify and gather relevant information from a variety of sources</p> <p>(G) create a works cited page; and</p> <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p>(A) explain the author's purpose and message within a text;</p> <p>(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;</p>
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	<p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>2.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(B) explain the relationships among the major and minor characters;</p> <p>(D) describe the importance of the setting.</p> <p>2.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The students recognizes and analyzes genre specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea and supporting evidence with adult assistance</p> <p>(F) recognize characteristics of multimodal and digital texts</p>		
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Grade Level: 2nd Grade

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Standard Key: **Blue**= Highest Stakes Strands (greatest needs) **Yellow**= High Stakes Strands

**FOUNDATIONAL
LANGUAGE SKILLS**
**Module 2 Look Around
and Explore!**

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(B) demonstrate and apply spelling knowledge by:
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(iii) spelling compound words, contractions, and abbreviations;

(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

(C) alphabetize a series of words to the third letter; and

(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables

(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings,

READING
Module 2 Look Around and Explore!

2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
(D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to

(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and

(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(D) create mental images to deepen understanding

Vocabulary
Module 2 Look Around and Explore!

2.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to

(A) use print or digital resources to determine meaning and pronunciation of unknown words;

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

WRITING
Module 2 Look Around and Explore!

(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.

The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

(A) discuss the author's purpose for writing text;

(C) discuss the author's use of print and graphic features to achieve specific purposes;

(D) discuss the use of descriptive, literal, and figurative language;

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;

(B) develop drafts into a focused piece of writing by:
(i) organizing with structure; and

(ii) developing an idea with specific and relevant details;

<p>including -s, -es, -ed, -ing, -er, and -est;</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea and supporting evidence with adult assistance;</p> <p>(ii) features and graphics to locate and gain information; and</p>		<p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(iii) singular, plural, common, and proper nouns</p> <p>(iv) adjectives, including articles</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) publish and share writing</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to</p> <p>(C) compose correspondence such as thank you notes or letters</p> <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) identify and gather relevant sources and information to answer the questions;</p>
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**FOUNDATIONAL
LANGUAGE SKILLS**
**Module 3 Meet in the
Middle**

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A)** demonstrate phonological awareness by:
- (ii)** distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;
- (iv)** manipulating phonemes within base words;
- (B)** demonstrate and apply spelling knowledge by:

(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

(iii) spelling compound words, contractions, and abbreviations;

(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;

(vii) identifying and reading high-frequency words from a research-based list

(C) alphabetize a series of words to the third letter; and

READING
**Module 3 Meet in the
Middle**

2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;

(E) develop social communication such as distinguishing between asking and telling

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to

(A) use print or digital resources to determine meaning and pronunciation of unknown words;

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;

(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen

VOCABULARY
**Module 3 Meet in the
Middle**

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to

(A) use print or digital resources to determine meaning and pronunciation of unknown words;

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

WRITING
**Module 3 Meet in the
Middle**

10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (D) discuss the use of descriptive, literal, and figurative language;

(E) identify the use of first or third person in a text; and

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;

(D) edit drafts using standard English conventions, including (iii) singular, plural, common, and proper nouns

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using

<p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>comprehension of increasingly complex texts. The student is expected to:</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p>		<p>multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) identify and gather relevant sources and information to answer the questions;</p> <p>(D) identify primary and secondary sources;</p>
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	<p>(i) the central idea and supporting evidence with adult assistance;</p> <p>(ii) features and graphics to locate and gain information; and</p> <p>(E) recognize characteristics of persuasive text, including:</p> <p>(i) stating what the author is trying to persuade the reader to think or do; and</p>		
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2nd Nine Weeks

43 days

Oct. 16-Dec. 20

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**FOUNDATIONAL
LANGUAGE SKILLS
Module 3 Meet in the
Middle**

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A)** demonstrate phonological awareness by:
- (i)** producing a series of rhyming words;
- (B)** demonstrate and apply spelling knowledge by:
- (i)** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (iii)** spelling compound words, contractions, and abbreviations;
- (iv)** decoding compound words, contractions, and common abbreviations
- (v)** decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
- (vi)** decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
- (vii)** identifying and reading high-frequency words from a research-based list

**READING
Module 3 Meet in the
Middle**

2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A)** listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (C)** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- (D)** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to

- (A)** use print or digital resources to determine meaning and pronunciation of unknown words;
- (B)** use context within and beyond a sentence to determine the meaning of unfamiliar words;
- (C)** identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and

**VOCABULARY
Module 3 Meet in the
Middle**

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to

- (A)** use print or digital resources to determine meaning and pronunciation of unknown words;
- (B)** use context within and beyond a sentence to determine the meaning of unfamiliar words;
- (D)** alphabetize a series of words and use a dictionary or glossary to find words; and

**WRITING
Module 3 Meet in the
Middle**

- 10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:**
 - (B)** discuss how the use of text structure contributes to the author's purpose;
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:**
 - (C)** revise drafts by adding, deleting, or rearranging words, phrases, or sentences;
 - (D)** edit drafts using standard English conventions, including
 - (ii)** past, present, and future verb tense;
 - (iii)** singular, plural, common, and proper nouns
 - (v)** adverbs that convey time and adverbs that convey place;
 - (vi)** prepositions and prepositional phrases;

<p>(C) alphabetize a series of words to the third letter; and (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p> <p>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>	<p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(A) discuss topics and determine theme using text evidence with adult assistance</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes</p>		<p>(viii) coordinating conjunctions to form compound subjects and predicates;</p> <p>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) publish and share writing</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(C) compose correspondence such as thank you notes or letters.</p> <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(C) identify and gather relevant sources and information to answer the questions;</p> <p>(D) identify primary and secondary sources;</p> <p>(E) demonstrate understanding of information gathered;</p> <p>(F) cite sources appropriately; and</p> <p>(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
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	<p>within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea and supporting evidence with adult assistance;</p> <p>(iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>		
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2nd Nine Weeks

43 days

Oct. 16-Dec. 20

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**FOUNDATIONAL
LANGUAGE SKILLS**
**Module 4 Once Upon a
Time**

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A)** demonstrate phonological awareness by:
- (ii)** distinguishing between long and short vowel sounds in one-syllable and multi-syllable words

(B) demonstrate and apply spelling knowledge by:

- (i)** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (ii)** decoding words with silent letters such as knife and gnat;
- (iii)** spelling compound words, contractions, and abbreviations;
- (vii)** identifying and reading high-frequency words from a research-based list

(C) alphabetize a series of words to the third letter; and

(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and

READING
**Module 4 Once Upon a
Time**

2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

(B) follow, restate, and give oral instructions that involve a short, related sequence of actions;

(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;

(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

VOCABULARY
**Module 4 Once Upon a
Time**

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.

The student uses newly acquired vocabulary expressively. The student is expected to

(A) use print or digital resources to determine meaning and pronunciation of unknown words;

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

WRITING
**Module 4 Once Upon a
Time**

10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (B)** discuss how the use of text structure contributes to the author's purpose;
- (C)** discuss the author's use of print and graphic features to achieve specific purposes;
- (D)** discuss the use of descriptive, literal, and figurative language

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A)** plan a first draft by generating ideas for writing such as drawing and brainstorming;

<p>diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat</p>	<p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(D) create mental images to deepen understanding;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(B) describe the main character's (characters') internal and external traits;</p> <p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and</p>		<p>(B) develop drafts into a focused piece of writing by:</p> <p>(i) organizing with structure; and</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(ii) past, present, and future verb tense;</p> <p>(iii) singular, plural, common, and proper nouns</p> <p>(iv) adjectives, including articles;</p> <p>(v) adverbs that convey time and adverbs that convey place;</p> <p>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(E) publish and share writing</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(B) compose informational texts, including procedural texts and reports; and</p> <p>(C) compose correspondence such as thank you notes or letters.</p>
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(D) describe the importance of the setting.

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales;

(C) discuss elements of drama such as characters, dialogue, and setting;

(D) recognize characteristics and structures of informational text, including:

(ii) features and graphics to locate and gain information; and

(iii) organizational patterns such as chronological order and cause and effect stated explicitly

(F) recognize characteristics of multimodal and digital texts

2nd Nine Weeks

43 days

Oct. 16-Dec. 20

Content Area: English Language Arts and Reading (ELAR) Standards Grade Level: 2nd Grade Revision Date: 06/2023

****Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ****

Standard Key: Blue= Highest Stakes Strands (greatest needs) Yellow= High Stakes Strands

**FOUNDATIONAL
LANGUAGE SKILLS**

Module 5 Lead the Way

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A)** demonstrate phonological awareness by:
- (ii)** distinguishing between long and short vowel sounds in one-syllable and multi-syllable words
- (iii)** recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and

(B) demonstrate and apply spelling knowledge by:

- (i)** spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
- (ii)** decoding words with silent letters such as knife and gnat;
- (iii)** spelling compound words, contractions, and abbreviations;
- (vi)** decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and

READING

Module 5 Lead the Way

2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;

(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;

(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(B) generate questions about text before, during, and after reading to deepen

VOCABULARY

Module 5 Lead the Way

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to

(A) use print or digital resources to determine meaning and pronunciation of unknown words;

(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;

(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and

(D) alphabetize a series of words and use a dictionary or glossary to find words; and

WRITING

Module 5 Lead the Way

10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

- (A)** discuss the author's purpose for writing text;
- (B)** discuss how the use of text structure contributes to the author's purpose;
- (C)** discuss the author's use of print and graphic features to achieve specific purposes;
- (D)** discuss the use of descriptive, literal, and figurative language

(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

- (A)** plan a first draft by generating ideas for writing such as

<p>(vii) identifying and reading high-frequency words from a research-based list</p> <p>(C) alphabetize a series of words to the third letter; and</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p>	<p>understanding and gain information;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(B) describe the main character's (characters') internal and external traits;</p> <p>(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific</p>		<p>drawing and brainstorming;</p> <p>(B) develop drafts into a focused piece of writing by:</p> <p>(i) organizing with structure; and</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(ii) past, present, and future verb tense;</p> <p>(iii) singular, plural, common, and proper nouns</p> <p>(iv) adjectives, including articles;</p> <p>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;</p> <p>(E) publish and share writing</p>
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	<p>characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none">(i) the central idea and supporting evidence with adult assistance;(ii) features and graphics to locate and gain information; and(iii) organizational patterns such as chronological order and cause and effect stated explicitly <p>(E) recognize characteristics of persuasive text, including:</p> <ul style="list-style-type: none">(i) stating what the author is trying to persuade the reader to think or do; and(ii) distinguishing facts from opinion; and		
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3rd Nine Weeks

39 days

Jan. 7-Mar. 6

Content Area: English Language Arts and Reading (ELAR) Standards

Grade Level: 2nd Grade

Revision Date: 06/2024

****Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ****

Standard Key: **Blue**= Highest Stakes Strands (greatest needs) **Yellow**= High Stakes Strands

FOUNDATIONAL LANGUAGE SKILLS

Module 6 Weather Wise

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (A)** demonstrate phonological awareness by:
- (i)** producing a series of rhyming words
- (iii)** recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
- (iv)** manipulating phonemes within base words;
- (B)** demonstrate and apply spelling knowledge by:
- (iii)** spelling compound words, contractions, and abbreviations;
- (vi)** decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and
- (vii)** identifying and reading high-frequency words from a research-based list
- (C)** alphabetize a series of words to the third letter; and
- (i)** spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams,

READING

Module 6 Weather Wise

2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A)** listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (C)** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- (D)** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
- (4)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (6)** Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A)** establish purpose for reading assigned and self-selected texts;
- (B)** generate questions about text before, during, and after

VOCABULARY

Module 6 Weather Wise

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (vi)** spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;
- (3)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to
- (A)** use print or digital resources to determine meaning and pronunciation of unknown words;
- (B)** use context within and beyond a sentence to determine the meaning of unfamiliar words;
- (C)** identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
- (D)** alphabetize a series of words and use a dictionary or glossary to find words; and

WRITING

Module 6 Weather Wise

- 10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A)** discuss the author's purpose for writing text;
 - (B)** discuss how the use of text structure contributes to the author's purpose;
 - (C)** discuss the author's use of print and graphic features to achieve specific purposes;
 - (D)** discuss the use of descriptive, literal, and figurative language
 - (E)** identify the use of first or third person in a text; and
 - (F)** identify and explain the use of repetition.
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The**

<p>including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p>	<p>reading to deepen understanding and gain information;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(C) use text evidence to support an appropriate response;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(ii) features and graphics to locate and gain information; and</p> <p>(iii) organizational patterns such as chronological order and cause and effect stated explicitly</p> <p>(F) recognize characteristics of multimodal and digital texts.</p>		<p>student is expected to:</p> <p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>(B) develop drafts into a focused piece of writing by:</p> <p>(i) organizing with structure; and</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(ii) past, present, and future verb tense;</p> <p>(vii) pronouns, including subjective, objective, and possessive cases</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts, including personal narratives and poetry;</p> <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(C) identify and gather relevant sources and information to answer the questions;</p>
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<div>3rd Nine Weeks</div> <div>39 days</div> <div>Jan. 7-Mar. 6</div>			
Content Area: English Language Arts and Reading (ELAR) Standards		Grade Level: 2 nd Grade	Revision Date: 06/2024
<div>**Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. **</div> <div>Standard Key: Blue= Highest Stakes Strands (greatest needs) Yellow= High Stakes Strands</div>			
<div>FOUNDATIONAL LANGUAGE SKILLS</div> <div>Module 7 Everyone Has a Story</div> <div>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</div> <div>(A) demonstrate phonological awareness by:</div> <div>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</div> <div>(iv) manipulating phonemes within base words;</div> <div>(B) demonstrate and apply spelling knowledge by:</div> <div>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;</div> <div>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</div>	<div>READING</div> <div>Module 7 Everyone Has a Story</div> <div>2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</div> <div>(A) listen actively, ask relevant questions to clarify information, and make pertinent comments;</div> <div>(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</div> <div>(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and</div> <div>(E) develop social communication such as conversing politely in all situations.</div> <div>(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</div>	<div>VOCABULARY</div> <div>Module 7 Everyone Has a Story</div> <div>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</div> <div>(B) demonstrate and apply spelling knowledge by:</div> <div>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</div> <div>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er,</div> <div>(C) alphabetize a series of words to the third letter; and</div> <div>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</div> <div>(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to</div> <div>(A) use print or digital resources to determine meaning and pronunciation of unknown words;</div>	<div>WRITING</div> <div>Module 7 Everyone Has a Story</div> <div>10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</div> <div>(A) discuss the author's purpose for writing text;</div> <div>(B) discuss how the use of text structure contributes to the author's purpose;</div> <div>(C) discuss the author's use of print and graphic features to achieve specific purposes;</div> <div>(D) discuss the use of descriptive, literal, and figurative language</div> <div>(E) identify the use of first or third person in a text; and</div> <div>(F) identify and explain the use of repetition.</div> <div>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate</div>

<p>(iii) spelling compound words, contractions, and abbreviations;</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p> <p>(C) alphabetize a series of words to the third letter; and</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of word</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p> <p>(D) alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p>(5) self-select and read independently for a sustained period of time.</p> <p>(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text</p> <p>(C) use text evidence for support an appropriate response</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p>	<p>(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;</p> <p>(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and</p> <p>(iii) spelling compound words, contractions, and common abbreviations</p> <p>(D) alphabetize a series of words and use a dictionary or glossary to find words; and</p>	<p>conventions. The student is expected to:</p> <p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>(B) develop drafts into a focused piece of writing by:</p> <p>(i) organizing with structure; and</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(ii) past, present, and future verb tense;</p> <p>(iii) singular, plural, common, and proper nouns;</p> <p>(iv) adjectives, including their comparative and superlative forms;</p> <p>(v) adverbs that convey time and adverbs that convey manner;</p> <p>(vi) prepositions and prepositional phrases;</p> <p>(vii) pronouns, including subjective, objective, and possessive cases(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>(ix) capitalization of official titles of people, holidays, and geographical names and places;</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) publish written work for appropriate audiences</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple</p>
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(E) interact with sources in meaningful ways such as illustrating or writing; and
 (F) respond using newly acquired vocabulary as appropriate.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) infer the theme of a work, distinguishing theme from topic;

(B) explain the relationships among the major and minor characters;

(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and

(D) explain the influence of the setting on the plot

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;

(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;

(C) discuss elements of drama such as characters, dialogue, setting, and acts;

(D) recognize characteristics and structures of informational text, including:

(i) the central idea with supporting evidence;

(ii) features and graphics to locate and gain information; and

texts that are meaningful. The student is expected to:

(A) compose literary texts, including personal narratives and poetry;

(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(C) compose argumentative texts, including opinion essays, using genre characteristics and craft; and

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(G) create a works cited page; and

	<p>(iii) organizational patterns such as chronological order and cause and effect stated explicitly</p> <p>(E) recognize characteristics and structures of argumentative text by:</p> <p>(F) recognize characteristics of multimodal and digital texts.</p> <p>(G) recognize the distinguishing characteristics of literary nonfiction such as biographies and autobiographies.</p>		
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3rd Nine Weeks

39 days

Jan. 7-Mar. 6

Content Area: English Language Arts and Reading (ELAR) Standards

Grade Level: 2nd Grade

Revision Date: 06/2023

****Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ****

Standard Key: Blue= Highest Stakes Strands (greatest needs) Yellow= High Stakes Strands

**FOUNDATIONAL
LANGUAGE SKILLS
Module 8 Time to Grow!**

- (2)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A)** demonstrate phonological awareness by:
 - (i)** decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
 - (ii)** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - (iii)** recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
 - (iv)** manipulating phonemes within base words;
 - (B)** demonstrate and apply spelling knowledge by:
 - (i)** decoding multisyllabic words with multiple

**READING
Module 8 Time to Grow!**

- 2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A)** listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - (B)** follow, restate, and give oral instructions that involve a series of related sequences of action;
 - (C)** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
 - (D)** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
 - (E)** develop social communication such as conversing politely in all situations.
- (4)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5)** self-select and read independently for a sustained period of time.
 - (6)** Comprehension skills: listening, speaking, reading, writing, and thinking using

**VOCABULARY
Module 8 Time to Grow!**

- (2)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (D)** alphabetize a series of words and use a dictionary or glossary to find words.
- (3)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to
- (A)** use print or digital resources to determine meaning and pronunciation of unknown words;
 - (B)** use context within and beyond a sentence to determine the meaning of unfamiliar words;
 - (C)** identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
 - (D)** alphabetize a series of words and use a dictionary or glossary to find words; and

**WRITING
Module 8 Time to Grow!**

- 10)** Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A)** discuss the author's purpose for writing text;
 - (B)** discuss how the use of text structure contributes to the author's purpose;
 - (C)** discuss the author's use of print and graphic features to achieve specific purposes;
 - (D)** discuss the use of descriptive, literal, and figurative language
 - (E)** identify the use of first or third person in a text; and
 - (F)** identify and explain the use of repetition.
- (11) Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The

<p>sound-spelling patterns such as eigh, ough, and en;</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iii) spelling compound words, contractions, and abbreviations;</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV</p> <p>(vi) spelling words using knowledge of prefixes; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p> <p>(C) alphabetize a series of words to the third letter; and</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of word</p> <p>(vi) spelling words with prefixes, including un-, re-, and</p>	<p>multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text</p> <p>(C) use text evidence for support an appropriate response</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p> <p>(8) Multiple genres: listening, speaking, reading, writing, and</p>		<p>student is expected to:</p> <p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>(B) develop drafts into a focused piece of writing by:</p> <p>(i) organizing with structure; and</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(ii) past, present, and future verb tense;</p> <p>(iv) adjectives, including their comparative and superlative forms;</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) publish written work for appropriate audiences</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts, including personal narratives and poetry;</p> <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a</p>
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<p>dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p> <p>(D) alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p>thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(B) explain the relationships among the major and minor characters;</p> <p>(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and</p> <p>(D) explain the influence of the setting on the plot</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea with supporting evidence;</p> <p>(ii) features and graphics to locate and gain information; and</p> <p>(iii) organizational patterns such as chronological order and cause and effect stated explicitly</p> <p>(E) recognize characteristics and structures of argumentative text by:</p> <p>(F) recognize characteristics of multimodal and digital texts.</p>		<p>variety of purposes. The student is expected to:</p> <p>(A) generate questions for formal and informal inquiry with adult assistance;</p> <p>(B) develop and follow a research plan with adult assistance;</p> <p>(C) identify and gather relevant information from a variety of sources;</p> <p>(D) identify primary and secondary sources;</p> <p>(E) demonstrate understanding of information gathered;</p> <p>(F) recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>(G) create a works cited page; and</p>
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4th Nine Weeks

52 days

Mar. 17-May 30

Content Area: English Language Arts and Reading (ELAR) Standards

Grade Level: 2nd Grade

Revision Date: 06/2024

****Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ****

Standard Key: **Blue**= Highest Stakes Strands (greatest needs) **Yellow**= High Stakes Strands

**FOUNDATIONAL
LANGUAGE SKILLS**
**Module 9 Home Sweet
Habitat**

- (2)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A)** demonstrate phonological awareness by:
 - (iii)** recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and
 - (iv)** manipulating phonemes within base words;
 - (B)** demonstrate and apply spelling knowledge by:
 - (i)** decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
 - (ii)** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

READING
**Module 9 Home Sweet
Habitat**

- 2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A)** listen actively, ask relevant questions to clarify information, and make pertinent comments;
 - (B)** follow, restate, and give oral instructions that involve a series of related sequences of action;
 - (C)** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
 - (D)** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
 - (E)** develop social communication such as conversing politely in all situations.
- (4)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5)** self-select and read independently for a sustained period of time.
 - (6)** Comprehension skills: listening, speaking, reading,

VOCABULARY
**Module 9 Home Sweet
Habitat**

- (3)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to
- (A)** use print or digital resources to determine meaning and pronunciation of unknown words;
 - (B)** use context within and beyond a sentence to determine the meaning of unfamiliar words;
 - (C)** identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
 - (D)** alphabetize a series of words and use a dictionary or glossary to find words; and

WRITING
**Module 9 Home Sweet
Habitat**

- 10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A)** discuss the author's purpose for writing text;
 - (B)** discuss how the use of text structure contributes to the author's purpose;
 - (C)** discuss the author's use of print and graphic features to achieve specific purposes;
 - (D)** discuss the use of descriptive, literal, and figurative language
 - (E)** identify the use of first or third person in a text; and
 - (F)** identify and explain the use of repetition.
- (11) Composition:** listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The

<p>(iii) spelling compound words, contractions, and abbreviations;</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p> <p>(C) alphabetize a series of words to the third letter; and</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p> <p>(D) alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p>writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text</p> <p>(C) use text evidence for support an appropriate response</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p> <p>(F) respond using newly acquired vocabulary as appropriate.</p>		<p>student is expected to:</p> <p>(A) plan a first draft by generating ideas for writing such as drawing and brainstorming;</p> <p>(B) develop drafts into a focused piece of writing by:</p> <p>(i) organizing with structure; and</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(i) complete sentences with subject-verb agreement;</p> <p>(iv) adjectives, including their comparative and superlative forms;</p> <p>(i) identifying the claim;</p> <p>(ii) distinguishing facts from opinion; and</p> <p>(v) adverbs that convey time and adverbs that convey manner;</p> <p>(vii) pronouns, including subjective, objective, and possessive cases;</p> <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) publish written work for appropriate audiences</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts, including personal narratives and poetry;</p> <p>(B) compose informational texts, including brief</p>
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(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(B) explain the relationships among the major and minor characters;

(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and

(D) explain the influence of the setting on the plot

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;

(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;

(C) discuss elements of drama such as characters, dialogue, setting, and acts;

(D) recognize characteristics and structures of informational text, including:

(i) the central idea with supporting evidence;

(ii) features and graphics to locate and gain information; and

(iii) organizational patterns such as chronological order and cause and effect stated explicitly

(E) recognize characteristics and structures of argumentative text by:

(i) identifying the claim;

compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(G) create a works cited page; and

	<p>(ii) distinguishing facts from opinion; and</p> <p>(F) recognize characteristics of multimodal and digital texts.</p> <p>(G) recognize the distinguishing characteristics of literary nonfiction such as biographies and autobiographies</p>		
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4th Nine Weeks

52 days

Mar. 17-May 30

Content Area: English Language Arts and Reading (ELAR) Standards

Grade Level: 2nd Grade

Revision Date: 06/2023

****Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ****

Standard Key: **Blue**= Highest Stakes Strands (greatest needs) **Yellow**= High Stakes Strands

**FOUNDATIONAL
LANGUAGE SKILLS**
**Module 10 Many
Cultures, One World**

- (2)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A)** demonstrate phonological awareness by:
- (iii)** decoding compound words, contractions, and abbreviations;
- (iv)** decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts **(B)** demonstrate and apply spelling knowledge by:
- (i)** decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;
- (ii)** decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

READING
**Module 10 Many
Cultures, One World**

- 2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A)** listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (B)** follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C)** speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- (D)** work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
- (E)** develop social communication such as conversing politely in all situations.
- (4)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5)** self-select and read independently for a sustained period of time.
- (6)** Comprehension skills: listening, speaking, reading,

VOCABULARY
**Module 10 Many
Cultures, One World**

- (3)** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to
- (A)** use print or digital resources to determine meaning and pronunciation of unknown words;
- (B)** use context within and beyond a sentence to determine the meaning of unfamiliar words;
- (C)** identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
- (D)** alphabetize a series of words and use a dictionary or glossary to find words; and

WRITING
**Module 10 Many
Cultures, One World**

- 10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) discuss the author's purpose for writing text;
- (C) discuss the author's use of print and graphic features to achieve specific purposes;
- (D) discuss the use of descriptive, literal, and figurative language
- (E) identify the use of first or third person in a text; and
- (F) identify and explain the use of repetition.
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for

<p>(iii) spelling compound words, contractions, and abbreviations;</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p>(v) decoding words using knowledge of prefixes</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p> <p>(C) alphabetize a series of words to the third letter; and</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling word using knowledge of syllable division patterns, including words with double consonants in the middle of the word;</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p> <p>(D) alphabetize a series of words and use a dictionary or glossary to find words.</p> <p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p>writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(D) create mental images to deepen understanding</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text</p> <p>(C) use text evidence for support an appropriate response</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p>		<p>writing such as drawing and brainstorming;</p> <p>(B) develop drafts into a focused piece of writing by:</p> <p>(i) organizing with structure; and</p> <p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(iv) adjectives, including their comparative and superlative forms;</p> <p>(v) adverbs that convey time and adverbs that convey manner;</p> <p>(vi) prepositions and prepositional phrases</p> <p>(vii) pronouns, including subjective, objective, and possessive cases;</p> <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>(ix) capitalization of official titles of people, holidays, and geographical names and places;</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) publish written work for appropriate audiences</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts, including personal narratives and poetry;</p> <p>(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>
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(F) respond using newly acquired vocabulary as appropriate.

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

(A) infer the theme of a work, distinguishing theme from topic;

(B) explain the relationships among the major and minor characters;

(C) analyze plot elements, including the sequence of events, the conflict, and the resolution; and

(D) explain the influence of the setting on the plot

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;

(D) recognize characteristics and structures of informational text, including:

(i) the central idea with supporting evidence;

(ii) features and graphics to locate and gain information; and

(F) recognize characteristics of multimodal and digital texts.

(G) recognize the distinguishing characteristics of literary nonfiction such as biographies and autobiographies

(C) identify and gather relevant information from a variety of sources;

(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

(A) generate questions for formal and informal inquiry with adult assistance;

(B) develop and follow a research plan with adult assistance;

(C) identify and gather relevant information from a variety of sources;

(D) identify primary and secondary sources;

(E) demonstrate understanding of information gathered;

(F) recognize the difference between paraphrasing and plagiarism when using source materials;

(G) create a works cited page; and

4th Nine Weeks

52 days

Mar. 17-May 30

Content Area: English Language Arts and Reading (ELAR) Standards

Grade Level: 2nd Grade

Revision Date: 06/2023

****Refer to the Year at a Glance and Pacing Calendar When Lesson Planning. ****

Standard Key: **Blue**= Highest Stakes Strands (greatest needs) **Yellow**= High Stakes Strands

**FOUNDATIONAL
LANGUAGE SKILLS**
Module 11 Genre Study:

Nonfiction

- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
- (A) demonstrate phonological awareness by:
- (iii) decoding compound words, contractions, and abbreviations;
- (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts (B) demonstrate and apply spelling knowledge by:
- (i) decoding multisyllabic words with multiple sound-spelling patterns such as ough, and en;
- (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;

READING
Module 11 Genre Study:
Nonfiction

2.1) and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
- (B) follow, restate, and give oral instructions that involve a series of related sequences of action;
- (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
- (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
- (E) develop social communication such as conversing politely in all situations.
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- (5) self-select and read independently for a sustained period of time.
- (6) Comprehension skills: listening, speaking, reading,

VOCABULARY
Module 11 Genre Study:
Nonfiction

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to

- (A) use print or digital resources to determine meaning and pronunciation of unknown words;
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words;
- (C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion; and
- (D) alphabetize a series of words and use a dictionary or glossary to find words; and
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (F) respond using newly acquired vocabulary as appropriate; and
- (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (D) describe how the author's use of imagery, literal and

WRITING
Module 11 Genre Study:
Nonfiction

- 10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: (A) discuss the author's purpose for writing text;
- (C) discuss the author's use of print and graphic features to achieve specific purposes;
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
- (B) develop drafts into a focused piece of writing by:
- (i) organizing with structure; and

<p>(iii) spelling compound words, contractions, and abbreviations;</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;</p> <p>(v) decoding words using knowledge of prefixes</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p> <p>(C) alphabetize a series of words to the third letter; and</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling word using knowledge of syllable division patterns, including words with double consonants in the middle of the word;</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est;</p> <p>(D) alphabetize a series of words and use a dictionary of glossary to find words.</p> <p>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p>writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <p>(A) establish purpose for reading assigned and self-selected texts;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures</p> <p>(D) create mental images to deepen understanding</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <p>(A) describe personal connections to a variety of sources;</p> <p>(B) write brief comments on literary or informational texts that demonstrate an understanding of the text</p> <p>(C) use text evidence for support an appropriate response</p> <p>(D) retell and paraphrase texts in ways that maintain meaning and logical order;</p> <p>(E) interact with sources in meaningful ways such as illustrating or writing; and</p>	<p>figurative language such as simile, and sound devices such</p>	<p>(ii) developing an idea with specific and relevant details;</p> <p>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p> <p>(D) edit drafts using standard English conventions, including</p> <p>(iv) adjectives, including their comparative and superlative forms;</p> <p>(vii) pronouns, including subjective, objective, and possessive cases;</p> <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences;</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p> <p>(E) publish written work for appropriate audiences</p> <p>(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p>(A) compose literary texts, including personal narratives and poetry;</p> <p>(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p>(G) create a works cited page; and</p>
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	<p>(F) respond using newly acquired vocabulary as appropriate.</p> <p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <p>(D) recognize characteristics and structures of informational text, including:</p> <p>(i) the central idea with supporting evidence;</p> <p>(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and</p> <p>(iii) organizational patterns such as cause and effect and problem and solution;</p> <p>(E) recognize characteristics and structures of argumentative text by:</p> <p>(i) identifying the claim;</p> <p>(ii) distinguishing facts from opinion; and</p> <p>(iii) identifying the intended audience or reader; and</p> <p>(F) recognize characteristics of multimodal and digital texts.</p> <p>(G) recognize the distinguishing characteristics of literary nonfiction such as biographies and autobiographies.</p>	
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