

Reading, Writing, & Foundational Skills Standards

Second-Grade Scope & Sequence

Unit 1: ARC Literacy Lab		Unit 2: Informational Writing	Unit 3: Narrative Writing	Unit 4: Argument Writing	
Q1: 1st 6–8 Weeks of School		Q2: Approximate Weeks 9–17	Q3: Approximate Weeks 18–26	Q4: Approximate Weeks 27–36	
Reading	<p>Reading #1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Reading #4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Reading #10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>+ Review of all Reading Standards</p>		<p>Reading #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading #3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Reading #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Reading #7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Reading #9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
	<p>Reading #2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Reading #3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Reading #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		<p>Reading #6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>Reading #8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>		
Across ALL Four Units: Reading #1, Reading #4, Reading #7, Reading #9, Reading #10					
Writing	<p>Writing #9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Writing #10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>Writing #2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Writing #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>		
	<p>Writing #1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Writing #4: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		<p>Writing #1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Writing #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>		
Across ALL Four Units: Writing #4, Writing #5, Writing #6, Writing #7, Writing #8					
Foundational Skills	<p>Across ALL Four Units</p> <p>Foundational Skills #3</p> <p>RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF.2.3.B: Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.3.C: Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3.D: Decode words with common prefixes and suffixes.</p> <p>RF.2.3.E: Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.3.F: Recognize and read grade-appropriate irregularly spelled words.</p>		<p>Across ALL Four Units</p> <p>Foundational Skills #4</p> <p>RF.2.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A: Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
	<p>Ehri's Phases of Word Reading Development (Orthographic Mapping)</p> <p>Full Alphabetic to Consolidated Alphabetic →</p>		<p>→</p>		
	Phonics/Word Study		Regular Three-Syllable Words		Across Units 2-4: Multisyllabic Words, Flexible Decoding
			<p>Across Units 2-4: Multisyllabic Words, Flexible Decoding</p>		<p>Across Units 2-4: Multisyllabic Words, Flexible Decoding</p>
			<p>Across ALL Four Units: Prefixes and Suffixes</p>		<p>Across ALL Four Units: Prefixes and Suffixes</p>
Leave No Reader Behind		2nd-Grade Independent Reading Level Assessment (IRLA) Targets*			
Unit 1		Unit 2		Unit 3	
2.0 (1R)		2.2 (1R+)		2.4 (1R+)	
2.3 (1R+)		2.4 (1R+)		2.5 (2R)/2.6 (2R+)	
2.2 (1R+)		2.3 (1R+)		2.7 (2R+)	
2.3 (1R+)		2.4 (1R+)		2.8/2.9 (2R+)	
2.4 (1R+)		2.5 (2R)/2.6 (2R+)		2.99 (Ready for Wt)	
*See SchoolPace for current target based on your school/district calendar.					