The English Language Arts pacing guide is constructed from the 2016 Arizona English Language Arts Standards that were adopted December 2016.

The first section of this document outlines the elements of an effective balanced literacy block. Each component of the balanced literacy block aligns with our district adopted ELA resources.

All ELA standards (Reading Foundational Skills, Writing Foundational Skills, Reading for Literature, Reading for Informational Text, Writing, Language, and Speaking and Listening) have identified learning targets, aligned to Pearson ReadyGEN, and are paced out throughout the year. Please refer to the color-coordinated key in order to determine the background information on a given standard and/or learning target.

The ELP standards are embedded and aligned within the AzELA Standards. Any additional ELP standards that do not currently align are included within the yearlong standard section of this document.

Key:

Green: Essential Standards

Blue: Skills students learned in the prior grade-level

Red: Gap Learning Target-Not embedded in ReadyGEN Curriculum Resources-supplemental resources provided.

Teal: Learning Target is not taught until Quarter 4 within ReadyGen curriculum. The Learning Target has been moved to Q1, Q2, or Q3.

Purple: Additional clarification to existing Learning Target or additional Learning Target based upon AzMERIT content limits and task demands.

The GESD Pacing Guides were created by a panel of Teachers and Achievement advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Glendale Elementary School District's
K-2 Balanced Literacy Framework (160 Minutes)

Balanced literacy is a framework for systematic and explicit reading instruction that includes phonological awareness, phonics, comprehension, vocabulary, and fluency instruction in order to develop independent readers and writers.

	Teacher Actions	Student Actions	Resources Utilized
Word Study/ Reading Foundational Skills (15-20 Minutes) *Purpose:* Word Study enables development of phonemic awareness, phonics, morphology, syllabication, and spelling. Through these direct and inquiry-based learning experiences, students examine word structures, spelling patterns, and meaning.	• Phonemic Awareness • Explicit Phonics Sounds/Spelling Relationships • Explicit Syllable Rules and Patterns • Blending • Word Building • Controlled Text • Repeated Reading • Sight Word Instruction • Specific and Immediate Feedback	• Manipulate sounds in spoken word • Read phonograms • Build words based on phonogram knowledge • Apply phonogram sounds in order to decode and read words, phrases, sentences, and passages fluently • Identify, sort, divide, and read one-syllable and multi-syllabic words • Read sight words fluently • Use feedback to set goals for improvement	• Pearson ReadyGEN • GESD Phonics Continuum • GESD Foundational Skills Calendar
Whole Group Instruction/ Launch Lesson (20 Minutes) *Purpose:* Comprehension extends flexibility and strategic application of strategies and skills in a variety of genres, increasing the ability to effectively construct meaning through the application of comprehension skills.	• Expose students to text above grade-level • Model close reading and comprehension strategies, including rereading the text for multiple purposes • Demonstrate proficient and fluent reading • Model fix-up reading strategies • Expose students to a variety of genres • Model the use of context clues to determine the meaning of unknown words	• Utilize comprehension strategies while reading • Ask and answer questions while reading and explain strategies used to understand a text • Read (or listen to) a wide variety of text types • Utilize a variety of strategies (context clues, picture clues) to determine meaning of words • Closely read and annotate text, including rereading for different purposes • Practice fluent reading through multiple readings of a variety of texts	• Pearson ReadyGEN • Appendix B • Essential Literature • E-Books
Guided Reading (60-80 Minutes) *Purpose: Small group instruction provides individualized targeted support for students based on instructional reading levels as well as student strategy and skill needs. Every small group meets with the teacher every day.*	• Identify instructional and independent reading levels through running records and informal assessments • Plan explicit lessons for grouped students at their instructional level • Prompt and reinforce reading behaviors during guided reading • Expose students to a variety of genres • Model, guide, and reinforce good reading behaviors and strategies	• Read increasingly challenging text with fluency, accuracy, and understanding • Monitor comprehension and utilize strategies to increase understanding • Read and respond to a wide range of text • Build reading stamina • Extend application of skills and strategies during independent reading	• Pearson ReadyGEN • 95% Group • Guided Reading Bookroom • Jan Richardson Lesson Plans • Rigby-Running Record
Writing (40 Minutes) *Purpose: Writing instruction explicitly teaches how to write, the writing process, including specific writing strategies to strengthen writing specific to each genre.*	• Handwriting Instruction • Dictation/Encoding • Model proficient writing across multiple genres • Model the writing process, including selecting the appropriate Thinking Map for genre and purpose • Facilitate shared and guided writing practice • Confer with students to provide feedback on a writing piece and set goals • Extend literary analysis to writing for a specific task and purpose • Model how to cite and paraphrase textual evidence	• Write phonograms • Write words using knowledge of phonograms and spelling patterns • Connect reading textual analysis by responding in writing using text evidence • Select appropriate Thinking Maps to brainstorm and draft writing for a specific purpose • Write increasingly complex and connected sentences using varied sentence structure • Participate in the writing process, including collaborating with others • Present writing in small group and whole class presentations • Participate in writing conferences and set goals to monitor learning	• PAF Writing Instructions • Thinking Maps • Write from the Beginning • Pearson ReadyGEN

Year Long Standards:

Range of Reading and Level of Text Complexity

2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. See glossary for guidance on text complexity. (Lexile Range 420-820)

2.RI.10 By the end of year, proficiently and independently read and comprehend informational text, including history/social studies, science, and technical text in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2. See glossary for guidance on text complexity.

Range of Reading Staircase to Complexity

2nd-3rd Grade Lexile Range: 420-820

*Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1 A/B & Unit 2 A	Quarter 2 Unit 2B & Unit 3A/B	Quarter 3 Unit 4 A/B & Unit 5 A	Quarter 4 Unit 5B & Unit 6 A/B
Reading Standards: Foundational Skills				
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding one syllable or two-syllable words.	o Know and apply grade-level phonics and word analysis skills in decoding one-syllable words	o Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words	o Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words	o Know and apply grade-level phonics and word analysis skills in decoding one-syllable or two-syllable words
2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	o Decode and read words with: • short vowels • long vowels. (VCe) • beginning and ending consonant blends • vowel teams • r-controlled vowels (ar, or/ore, oar) o Distinguish long and short vowels when reading regularly spelled one-syllable words	o Decode and read words with: • short vowels • long vowels. (VCe) • beginning and ending consonant blends • vowel teams • r-controlled vowels o Distinguish long and short vowels when reading regularly spelled one-syllable words		
2.RF.3b Know spelling-sound correspondences for additional common vowel teams.	o Decode and read words with: • r-controlled vowel teams: ar, or, ore, oar	o Decode and read words with: • long vowel spelled a, ai, ay • long vowel e spelled e, ee, ea, and y • long vowel o spelled o, oa, ow	o Decode and read words with: • long vowel i spelled i, ie, igh, and y • diphthongs ou, ow, oi, and oy • vowel digraphs oo, ue, ew, ui	o Decode and read words with: • vowel patterns, aw, au, augh, and al
2.RF.3c Identify and apply all six syllable types to decode appropriate grade-level texts	o Identify and apply all six syllable types to decode grade-level texts • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including	o Identify and apply all six syllable types to decode grade-level texts • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including	o Identify and apply all six syllable types to decode grade-level texts • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including	o Identify and apply all six syllable types to decode grade-level texts • Closed (CVC) • Vowel-Consonant-e (VCe) • Open (CV) • Vowel Teams (including

	diphthongs) • Consonant –le	diphthongs) • Consonant –le	diphthongs) • Consonant –le	diphthongs) • Consonant –le
2.RF.3d Decode words with common prefixes and suffixes.	o Decode and read words with endings: • -s, -ed, -ing		o Add the following suffixes to words: • -ly, -ful, -er, -or, -ish o Decode and read words with suffixes: • -ly, -ful, -er, -or, -ish	o Add the following prefixes to words: • un-, re-, pre-, dis-, micro- o Decode and read words with prefixes: • un-, re-, pre- dis-, mid-, mis-, non- o Decode and read words with final syllables: • -tion, -ture, and -ion o Add the following suffixes to words: • -ness, -less, -able, -ible o Decode and read words with suffixes: • -ness, -less, -able and -ible
2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.	o Identify words with inconsistent but common spelling-sound correspondences	o Decode and read words with r-controlled vowel teams: o Decode and read plurals • -s, -es, -ies		o Decode and read words with consonant patterns: • kn, gn, wr, mb • ph, gh, ck, ng o Connect abbreviations to the words they represent o Read abbreviations and the words they represent
2.RF.3f Recognize and read grade-appropriate irregularly spelled words.	o Recognize and read grade-appropriate irregularly-spelled words (Fry's list 3 1-25): **high, every, near, add, food, between, own, below, country, plant, last, school, father, keep, tree, never, start, city, earth, eyes, light, thought, head, under, story**	o Recognize and read grade-appropriate irregularly-spelled words (Fry's list 3 26-50): **saw, left, don't, few, while, along, might, close, something, seem, next, hard, open, example, begin, life, always, those, both, paper, together, got, group, often, run**	o Recognize and read grade-appropriate irregularly-spelled words (Fry's list 3 51-75): **important, until, children, side, feet, car, mile, night, walk, white, sea, began, grow, took, river, four, carry, state, once, book, hear, stop, without, second, late**	o Recognize and read grade-appropriate irregularly-spelled words (Fry's list 3 76-100): **miss, idea, enough, eat, face, watch, far, body, real, almost, let, above, girl, sometimes, mountain, cut, young, talk, soon, list, song, being, leave, family, it's**
2.RF.4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a Read on-level text with purpose and understanding.	o Read grade-level text with purpose and understanding	o Read grade-level text with purpose and understanding	o Read grade-level text with purpose and understanding	o Read grade-level text with purpose and understanding
2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	o Read on-level text orally with accuracy, appropriate rate, and expression	o Read grade-level text orally with accuracy, appropriate rate, and expression	o Read grade-level text orally with accuracy, appropriate rate, and expression	o Read grade-level text orally with accuracy, appropriate rate, and expression

2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	o Refer to text evidence	o Refer to text evidence	o Refer to text evidence	o Refer to text evidence
Writing Standards: Foundational Skills
2.WF.1 Demonstrate and apply handwriting skills. 2.WF.1a Write legibly in manuscript using correct letter formation.	o Demonstrate and apply legible handwriting skills	o Demonstrate and apply legible handwriting skills	o Demonstrate and apply legible handwriting skills	o Demonstrate and apply legible handwriting skills
2.WF.1b Transcribe ideas in manuscript with automaticity and proper spacing.	o Record ideas with automaticity and spacing	o Record ideas with automaticity and spacing	o Record ideas with automaticity and spacing	o Record ideas with automaticity and spacing
2.WF.2 Demonstrate and apply sound-letter concepts. 2.WF.2a Write the most common graphemes (letters or letter groups) for each phoneme. For example: 2.WF.2a1 Consonants: /s/= s, ss, ce, ci, cy, /f/= f, ff, ph, /k/= c, k, ck	o Encode and spell words with beginning and ending consonant blends o Encode and spell words with consonant digraphs: • ch, tch, sh, th, wh			
2.WF.2a2 Vowels: /ō/= o, o_e, oa, ow (long o), /ā/= a, a_e, ai, ay, eigh (long a).	o Encode and spell words with: • short vowels • long vowels (VCe) o Distinguish long and short vowels when spelling regularly spelled one-syllable words	o Encode and spell words with: • long vowel spelled a, ai, ay • long vowel e spelled e, ee, ea, and y • long vowel o spelled o, oa, ow	o Encode and spell words with: • long vowel i spelled *i, ie, igh, and y*	
2.WF.3 Know and apply phonics and word analysis skills when encoding words. 2.WF.3a Spell on-level, regular, single-syllable words that include: 2.WF.3a1 Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).			o Encode and spell words with consonant patterns: • kn, gn, wr, mb o Encode and spell words with consonant patterns: • ph, gh, ck, ng	
2.WF.3a2 Complex consonant blends (e.g., scr, str, squ).		o Encode and spell complex consonant blends	o Encode and spell complex consonant blends	
2.WF.3a3 Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).			o Encode and spell words with vowel patterns: • oo, ou, • ow, oi, oy	o Encode and spell words with vowel patterns: • oo, ue, uw, ui • aw, au, augh, al
2.WF.3a4 Vowel-r combinations (e.g., turn, star,	o Encode and spell words with r-controlled vowel teams:	o Encode and spell words with r-controlled vowel teams:		

third, four, for).	• ar, or, ore, oar	• *er, ir, ur*		
2.WF.3a5 Contractions (e.g., we'll, I'm, they've, don't).		o Encode and spell contractions		
2.WF.3a6. Homophones (e.g., bear, bare; past, passed).	o Encode and spell homophones	o Encode and spell homophones		
2.WF.3a7 Plurals and possessives (e.g., its, it's).		o Encode and spell plurals • -s, -es, -ies	o Encode and spell possessives	
2.WF.3b. With prompting and support, spell two- and three-syllable words that: 2.WF.3b1 Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).	o Encode regularly spelled with two-syllable words with long vowels	o Encode and spell words with syllable patterns: • VCV (eg., prefix) • VCCV (eg., sixty) o Encode and spell compound words (eg., playground)	o Encode regularly spelled with two-syllable words with long vowels o Encode and spell words with syllable patterns: • VCCV, (eg., picnic) • VCV (eg., tiger)	
2.WF.3b2 Include familiar compound words (e.g., houseboat, yellowtail).		o Encode and spell compound words (eg., playground)	o Encode and spell compound words (eg., playground)	
2.WF.3b3 Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).			o Encode and spell words with suffixes: • -ly, -ful, -er, -or, -ish	o Encode and spell words with the prefixes: • un-, re-, pre-, dis-, mid-, mis-, non- o Encode and spell words with final syllables: • -tion, -ture, -ion
2.WF.3c With prompting and support, spell words with suffixes that require: 2.WF.3c1 Consonant doubling (e.g., running, slipped).	o Encode and spell words with endings: • -ed, -ing			
2.WF.3c2 Dropping silent e (e.g., smiled, paving).	o Encode and spell words with endings when e is dropped: • -ed, -ing			o Encode and spell words with the suffixes: • -ness, -less, -able, -ible
2.WF.3c3 Changing y to i (e.g., cried, babies).		o Encode and spell plurals • -s, -es, -ies		
2.WF.3d Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 2.WF.3d1 Irregular words (e.g., against, many, enough, does). 2.WF.3c2. Pattern-based words	o Spell grade-appropriate irregular words (Fry's list 3 1-25): **high, every, near, add, food, between, own, below, country, plant, last, school, father, keep, tree, never, start, city, earth, eyes, light,**	o Spell grade-appropriate irregular words (Fry's list 3 26-50): **saw, left, don't, few, while, along, might, close, something, seem, next, hard, open, example, begin, life, always, those, both, paper,**	o Spell grade-appropriate irregular words (Fry's list 3 51-75): **important, until, children, side, feet, car, mile, night, walk, white, sea, began, grow, took, river, four, carry, state, once, book, hear, stop, without,**	o Spell grade-appropriate irregular words (Fry's list 3 76-100): **miss, idea, enough, eat, face, watch, far, Indian, real, almost, let, above, girl, sometimes, mountain, cut, young, talk, soon, list, song,**

(e.g., which, kind, have).	thought, head, under, story	together, got, group, often, run	second, late	being, leave, family, it's
Reading Standards for Literature				
2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. *Connects to 2.SL.2* 2-3:S1-I-1 ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.	o Ask and answer such questions *as who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text	o Ask and answer questions using both the text and illustrations to demonstrate understanding	o Ask and answer questions to demonstrate understanding of key details in a text	o Ask and answer questions to demonstrate understanding of key details in a text
2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. *Connects to 2.SL.2* 2-3:S1-I-2 determine main topic or central message, lesson, or moral. 2-3:S1-I-4 recount a variety of texts.		o Identify and understand the central message or lesson in a text o Determine the central message or lesson of stories	o Determine the central message of the story o Recount stories and determine their moral o Recount stories from diverse cultures and determine their central message	o Determine the central message or lesson in a text o Recount fables determine their central message, lesson, or moral
2.RL.3 Describe how characters in a story respond to major events and challenges. 2-3:S1-I-3 explain how key details support the main ideas or message.	o Describe characters in a story o Identify major events or challenges in a story and describe how characters respond to them	o Identify major events or challenges in a story and describe how characters respond to them o Describe how characters in a story (poem) respond to major challenges	o Identify major events or challenges in a story and describe how characters respond to them o Describe how characters in a historical fiction story respond to major challenges	o Identify major events or challenges in a story and describe how characters respond to them
2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2-3:S2-I-1 determine the meaning of less-frequently occurring words and phrases and content specific words. 2-3:S2-I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of	o Identify how words supply meaning in a story o Describe how regular beats supply rhythm in a poem o Describe how words, phrases, supply rhythm and meaning in a poem	o Describe how words and phrases add meaning in a story o Compare how authors use words and phrases to supply meaning o Describe how words (e.g., rhymes) supply meaning in a poem	o Describe how words supply meaning in a story o Identify how words and phrases supply meaning in a story o Describe how words and phrases supply rhythm and meaning in a story or poem	o Describe how words and phrases supply rhythm and meaning in a song o Describe how words supply meaning in a story

topics, experiences, or events. 2-3:S2-I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.				
2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	o Understand the structure of the story o Identify story structure: beginning, middle and end o Describe the overall structure of a story o Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	o Describe the overall structure and sequence of a story	o Describe the overall structure of a story, including how the ending concludes the action	o Describe the story structure o Describe the overall structure of a story, including describing how the ending concludes the action
2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	o Identify the main purpose of a text, including what the author wants to describe o Understand the different characteristics of characters, based on their points of view o Identify points of view of characters o Identify differences in the points of view of characters o Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	o Acknowledge differences in characters' points of view	o Identify point of view o Acknowledge differences in the points of view of characters	o Acknowledge differences in the points of view of characters o Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud
2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2-3:S1-I-5 Use information gained from illustrations (e.g., maps, photographs) to better understand the text.	o Use illustrations and/or words in a text to demonstrate understanding of the characters, setting, and plot	o Use illustrations and/or words in a text to demonstrate understanding of the characters, setting, and plot	o Use illustrations and/or words in a text to demonstrate understanding of the characters, setting, and plot o Ask and answer questions using both the text and illustrations to demonstrate understanding	o Use illustrations and/or words in a print and digital text to demonstrate understanding of the characters, setting, and plot
2.RL.9 Compare and contrast the characters and settings from			o Compare and contrast different versions of the same story by	o Compare and contrast different versions of the same story and

			different authors or from different cultures	the most important points presented by two texts on the same topic
two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.				

Reading Standards for Informational Text				
2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. *Connects to 2.SL.2* 2-3:S1-I-1 ask and answer questions about an increasing number of key details that support the main idea by using evidence from a text.	o Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text	o Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text	o Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text o Ask and answer questions about how key details, including visuals, contribute to and clarify the text	o Ask and answer questions about how key details, including visuals, contribute to and clarify the text o Use text evidence to answer questions
2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2-3:S1-I-2 determine main topic or central message, lesson, or moral. 2-3:S1-I-4 recount a variety of texts.	o Identify the main topic of a longer one-paragraph text o Identify the focus of specific paragraphs o Identify the main topic of multi-paragraph texts	o Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text	o Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text	o Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text
2.RI.3 With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2-3:S1-I-3 explain how key details support the main ideas or message.		o Make connections between historical events in a text o Describe the connection between a series of historical events in a text	o Describe the connection between scientific ideas in a text	o Describe the connection between a series of historical events or concepts in a text o Describe the connection between scientific ideas or concepts
2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2-3:S2-I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 2-3:S2-I-3 apply context clues, information from visual	o Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area o Understand how linking words work	o Determine the meaning of words, unknown words, and phrases in a text relevant to a grade 2 topic or subject area using an array of strategies o Identify how words supply meaning o Compare how authors use of words and phrases convey meaning	o Determine the meaning of words, unknown words, and phrases in a text relevant to a grade 2 topic or subject area using an array of strategies	o Determine the meaning of words, unknown words, and phrases in a text relevant to a grade 2 topic or subject area using an array of strategies o Identify how words in an informational text supply meaning and use them correctly o Determine the meaning of words and phrases in a text

				relevant to science
aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.				
2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	o Identify text features and their purposes o Know and use various text features to locate key facts or information in a text (e.g., text box, photos, captions, etc.) quickly and efficiently	o Identify text features and their purposes o Know and use various text features to locate key facts or information in a text quickly and efficiently (e.g., interviews, sidebars, etc.)	o Know and use various text features to locate key facts or information in a text quickly and efficiently (e.g., chapter titles, subheadings, photos, captions, sidebars, maps, glossaries, etc.)	o Know and use various text features to locate key facts or information in a text quickly and efficiently (e.g., glossaries, etc.)
2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe	o Identify the main purpose of a text, including what the author wants to answer, to explain, or to describe	o Identify the main purpose of a text, including what the author wants to answer, to explain, or to describe	o Identify the main purpose of a text o Identify the main purpose of a text, including what the author wants to explain o Identify the main purpose of a text, including what the author wants to answer, to explain, or to describe	o Identify author's purpose for different parts of a text o Identify the main purpose of a text o Identify the main purpose of a text, including what the author wants to answer o Identify the main purpose of a text, including what the author wants to answer explain, or to describe o Identify central message and author's purpose
2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2-3:S1-I-5 Use information gained from illustrations (e.g., maps, photographs) to better understand the text.	o Explain how specific images contribute to and clarify a text	o Explain how specific images contribute to and clarify a text	o Explain how a diagram contributes to and clarifies a text o Explain how specific images contribute to and clarify a text o Ask and answer questions about how key details, including visuals, contribute to and clarify the text	o Use pictures to clarify text o Explain how images contribute to and clarify a text
2.RI.8 Describe how reasons support specific points the author makes in a text.		o Describe how reasons support specific points the author makes in a text	o Describe how reasons support specific points the author makes in a text	o Describe how reasons support specific points the author makes
2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	o Compare and contrast the most important points presented by two texts on the same topic o Use illustrations to compare two texts	o Compare and contrast the most important points presented by two texts on the same topic o Compare texts	o Compare the most important points presented by two texts on the same topic o Contrast the most important points presented by two texts on the same topic	o Compare and contrast the most important points presented by two texts on the same topic o Compare and contrast two versions of the same story and the most important points presented by two texts on the same topic

				o Compare the subject of two biographies
		Writing Standards		
2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. *(WFTB Expository Manual Pgs. – To Explain Why 77-94)* 2-3:S4-I-1 express an opinion on a topic with details. 2-3:S4-I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. 2-3:S9-I-1 apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts. 2-3:S8-I-1 explain how an author or speaker uses reasons and evidence to support or fail to support specific points. 2-3:S8-I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says.		o Write opinion pieces and supply reasons that support the opinion o Use text features to support an opinion o Write opinion pieces and use linking phrases	o Write an opinion piece and supply reasons that support the opinion o Write an opinion piece using linking words and supply reasons that support the opinion o Write an opinion piece that uses linking words o Write an opinion piece in which they state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement	o Write an opinion piece that introduces the topic, states an opinion, supplies reasons that support the opinion, and provides a concluding statement o Use linking words to connect reasons to opinions o Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words that connect the opinion and reasons, and provide a concluding statement or section
2.W.2 Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. *(WFTB Expository Manual – To*	o Write informative/ explanatory texts in which they use facts to develop points o Write informative/ explanatory texts in which they use definitions to develop points o Write a concluding section for	o Write informative/explanatory texts to introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section o Use facts and definitions to	o Write an informative/explanatory paragraph introducing a topic and using facts to develop the topic o Write informative/explanatory text using facts and details to	

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Inform 367-380) 2-3: S3-I-3 compose informational texts that include details and examples to develop a topic. 2-3:S9-I-1 apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.	informative/ explanatory text	develop points, in informative/explanatory writing o Research and write an informative text about a historical person	develop points o Write an informative/explanatory text providing a concluding statement	
2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. *(WFTB Narrative Manual Pgs. 80-93 Sequential/Chronologically & WFTB Narrative Manual Pgs. 94-104 Categorically)* 2-3: S3-I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic. 2-3:S9-I-1 apply understanding of how text types are organized (e.g. how a story is organized sequentially versus how an informative text is organized by topic and details versus how an opinion text is organized by opinion and supporting reasons) in complex texts.	o Write narrative sentences o Write a narrative using temporal words to signal event order o Write a narrative recounting a short sequence of events o Write a narrative that clearly describes the order of story events o Write a narrative with an ending that provides a sense of closure o Write a narrative that shows character's point of view o Write a narrative about characters' responses to others and character relationships o Write a narrative that includes details to describe a character's actions, thoughts, and feelings. o Write a narrative with dialogue o Write to describe details in illustrations	o Write narrative sentences o Write narratives that recount a short sequence of events using temporal words to signal event order o Write narratives in which they recount a short sequence of events and include details to describe actions, thoughts, and feelings o Write a narrative that clearly describes the order of story events o Write a narrative that shows story structure o Write a narrative with an ending that has a sense of closure o Write a narrative with dialogue o Write to describe details in illustrations	o Write a narrative to recount a well-elaborated event and provide a sense of closure o Write narratives to recount a short sequence of events using temporal words to signal event order, and provide a sense of closure o Write narratives that include details to describe characters' thoughts and feelings o Write a narrative about how characters respond to challenges. o Write a narrative scene	o Write a narrative that recounts a well-elaborated event or short sequence of events and uses temporal words to signal event order o Write a narrative with a sequence of events, including details to describe actions, thoughts, and feelings, uses temporal words to signal event order, and provides a sense of closure o Write narratives to describe characters' actions, thoughts and feelings o Write a narrative's conclusion
2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	o Produce writing in which the development and organization are appropriate to task and purpose	o Produce writing in which the development and organization are appropriate to task and purpose	o Produce writing in which the development and organization are appropriate to task and purpose	o Produce writing in which the development and organization are appropriate to task and purpose
2.W.5 With guidance and support from adults and peers, focus on a	o Participate in a shared writing task	o With guidance and support from adults and peers, focus on	o Strengthen writing as needed by revising and editing	o Strengthen writing by revising and editing

topic and strengthen writing as needed by revising and editing. *(Writing Process/6-Traits)*	o Revise and edit shared writing piece o With guidance and support, strengthen writing as needed by revising and editing o With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	a topic and strengthen writing as needed o Strengthen writing by revising and editing		
2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers. 2-3:S6-I-2 participate in extended written exchanges about a variety of topics and texts.	o Use technology to produce and publish writing and to collaborate with others o Use digital tools to produce and publish writing, including in collaboration with peers o With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers	o Use technology to produce and publish writing and to collaborate with others o Use digital tools to produce and publish writing, including in collaboration with peers o With guidance from adults, use a variety of tools to produce an informative/explanatory text	o Use technology to produce and publish writing and to collaborate with others o With guidance and support from adults, use a variety of digital tools to produce and publish writing including collaboration with peers	o Use digital tools to produce and publish writing, including in collaboration with peers
2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2-3:S7-I-1 gather information from print and digital provided resources to answer a question.		o Participate in shared research and writing projects o Participate in shared writing projects o Research and write an informative text about a historical person	o Participate in a shared narrative writing task o Participate in a shared informative writing task o Participate in shared research and writing projects on a single topic to produce a report	o Participate in a shared narrative writing task o Participate in shared research and writing projects
2.W.8 Recall information from experiences or gather information from provided sources to answer a question. 2-3:S7-I-2 Respond to a question or problem based gathered information from multiple (digital and print) sources.		o Gather information from sources to answer a question o Use an interview to gather information	o Gather information from provided sources to answer a question o Recall information from provided sources	
Language Standards				
2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2-3:S10-I-1 using grade-appropriate singular and plural nouns.	o Demonstrate command of the conventions of standard English grammar and usage when writing or speaking o Demonstrate command of the conventions of standard English grammar	o Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	o Demonstrate command of the conventions of standard English grammar and usage when writing o Identify nouns and verbs	o Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

2-3:S10-I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 2-3:S10-I-3 using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack).				
2.L.1.a Use collective nouns (e.g., group).	o Identify nouns o Identify collective nouns		o Identify collective nouns	
2.L.1.b Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish). 2-3:S10-I-9 using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative).	o Identify irregular plural nouns			
2.L.1.c Use reflexive pronouns (e.g., myself, ourselves). 2-3:S10-I-4 using personal (subject and object), possessive, and indefinite pronouns.	o Use reflexive pronouns		o Use reflexive pronouns	
2.L.1.d Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g., sat, hit, told). 2-3:S10-I-5 using verbs in the past progressive. 2-3:S10-I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. *drank, sat, wrote*). 2-3:S10-I-8 Applying subject-verb agreement using grade-appropriate nouns and verbs.	o Form and use the past tense of frequently occurring irregular verbs		o Form and use the past tense of irregular verbs	
2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.	o Use adjectives o Use adverbs in simple sentences o Use adjectives in simple sentences	o Use adverbs o Use adjectives o Choose between adjectives and adverbs o Use adjectives to expand complete simple and compound sentences o Use adverbs to expand	o Use adjectives o Identify and use adverbs o Use adverbs to expand complete simple sentences	

		complete simple and compound sentences		
2.L.1.f Use interjections (eg. Yes! That is mine!).	o Use interjections	o Use interjections	o Use interjections	o Use interjections
2.L.1.g Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	o Produce complete simple sentences o Understand simple sentences o Produce, expand, and rearrange complete simple and compound sentences	o Use commas in compound sentences o Produce simple sentences o Use conjunctions to write sentences with compound verbs o Use conjunctions to produce complete compound sentences	o Write simple sentences o Expand simple sentences o Expand and rearrange complete simple sentences	o Produce simple sentences o Use prepositional phrases to expand simple sentences o Rearrange simple sentences o Produce, expand, and rearrange complete simple and compound sentences
2.L.1.h Identify and use declarative, interrogative, imperative, and exclamatory sentences. 2-3:S10-I-10 using a variety of prepositional phrases (e.g. *toward the playground*) to provide detail (e.g., time, manner, place, cause). 2-3:S10-I-11 using frequently occurring conjunctions (e.g., *and, but, or, so, because*). 2-3:S10-I-12 using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.	o Identify declarative, interrogative, imperative, and exclamatory sentences	o Use declarative, interrogative, imperative, and exclamatory sentences	o Use declarative, interrogative, imperative, and exclamatory sentences	o Use declarative, interrogative, imperative, and exclamatory sentences
2.L.1.i With assistance, link sentences into a simple cohesive paragraph that contains a main idea, supporting details, and a conclusion.	o With assistance, link sentences into cohesive paragraph that contains a main idea, supporting details, and a conclusion	o With assistance, link sentences into cohesive paragraph that contains a main idea, supporting details, and a conclusion	o With assistance, link sentences into cohesive paragraph that contains a main idea, supporting details, and a conclusion	o Link sentences into cohesive paragraph that contains a main idea, supporting details, and a conclusion
2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.L.2a Capitalize holidays, product names, and geographic names. 2-3: S3-I-2 compose written narratives using appropriate conventions that include details and examples to develop a topic.	o Capitalize proper nouns	o Capitalize geographic names		
2.L.2b Use commas in greetings		o Use commas after greetings	o Use commas after greetings	o Use commas after greetings

and closings of letters.		and closings in letters	and closings in letters	and closings in letters
2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.		o Form and use contractions o Use an apostrophe to form contractions and frequently occurring possessives Use apostrophes in plural possessives	o Use an apostrophe to form contractions o Use apostrophes in singular possessives o Use apostrophes in possessives and contractions	
2.L.2d Generalize learned spelling patterns when writing words (e.g., cage, badge; boy, boil).				o Generalize learned spelling patterns when writing words: • -g as /j/ • with diphthongs oi, oy • with silent gh
2.L.2e Consult reference materials, including beginning dictionaries as needed to check and correct spelling.	o Consult dictionaries to check spelling	o Consult dictionaries to check spelling	o Consult dictionaries to check spelling	o Consult dictionaries to check spelling
2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2.L.3a Compare formal and informal uses of English. 2-3:S10-I-1 using grade-appropriate singular and plural nouns. 2-3:S10-I-2 using grade-appropriate common and proper nouns with appropriate determiners (e.g., articles and demonstratives). 2-3:S10-I-3 using possessives with grade-appropriate nouns. (e.g. That is Mary's backpack). 2-3:S10-I-4 using personal (subject and object), possessive, and indefinite pronouns. 2-3:S10-I-5 using verbs in the past progressive. 2-3:S10-I-6 using grade-appropriate verbs in the simple present and simple past, including irregular past forms (e.g. *drank, sat, wrote*). 2-3:S10-I-7 using grade-appropriate verbs in the future with "going to" and "will".		o Use knowledge of language and its conventions when writing o Compare formal and informal uses of English	o Use knowledge of language and its conventions when writing and speaking	o Use knowledge of language and its conventions when writing

2-3:S10-I-8 Applying subject-verb agreement using grade-appropriate nouns and verbs. 2-3:S10-I-9 using a variety of frequently occurring adjectives (i.e. descriptive, possessive, demonstrative). 2-3:S10-I-10 using a variety of prepositional phrases (e.g. *toward the playground*) to provide detail (e.g., time, manner, place, cause). 2-3:S10-I-11 using frequently occurring conjunctions (e.g., *and, but, or, so, because*). 2-3:S10-I-12 using appropriate word order (subject-verb- object) in declarative, imperative, and interrogative sentences.			
2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 2-3:S2-I-1 determine the meaning of less-frequently occurring words and phrases and content specific words.	o Determine meaning of unknown grade-level words	o Determine meaning of unknown grade-level words	o Determine meaning of unknown grade-level words	o Determine meaning of unknown grade-level words
2.L.4a Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell).	o Determine the meaning of a new word when a known prefix is added to a known word	o Determine the meaning of a new word when a known prefix is added to a known word	o Determine the meaning of a new word when a known prefix is added to a known word	o Determine the meaning of a new word when a known prefix is added to a known word
2.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).			o Use a known root word as a clue of the meaning of an unknown word with the same root	o Use a known root word as a clue of the meaning of an unknown word with the same root
2.L.4c Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).		o Decode and read compound words o Determine the meaning of unknown words using an array of strategies o Use the knowledge of the meaning of individual words to predict the meaning of compound words	o Decode and read compound words o Use the knowledge of the meaning of individual words to predict the meaning of compound words	o Understand the meaning of compound words o Use the knowledge of the meaning of individual words to predict the meaning of compound words
2.L.4d Use sentence-level context	o Determine or clarify the	o Determine or clarify the	o Determine the meaning of	o Use sentence-level context as a

as a clue to the meaning of a word or phrase.	meaning of unknown words and phrases based on grade 2 reading and content ○ Use context as a clue to the meaning of a word or phrase	meaning of unknown words and phrases ○ Determine or clarify the meaning of unknown or multiple-meaning words ○ Determine the meaning of unknown words and describe how they supply meaning in a story	unknown words using an array of strategies ○ Determine the meaning of words and phrases in a text. ○ Determine the meaning of unknown and multiple-meaning words in a text	clue to the meaning of a word or phrase ○ Determine the meaning of unknown words using an array of strategies ○ Determine the meaning of unknown and multiple-meaning words
2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	○ Use glossaries to determine or clarify the meaning of words and phrases ○ Determine or clarify the meaning of unknown words ○ Determine or clarify the meaning of unknown and multiple-meaning words ○ Determine or clarify the meaning of unknown words and phrases based on grade 2 reading and content	○ Determine the meaning of unknown words using an array of strategies	○ Use beginning dictionaries, both print and digital, to determine or clarify the meaning of words	○ Use beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. 2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 2-3:S2-I-2 determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.				○ Identify real-life connections between words and their use
2.L.5b Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	○ Distinguish shades of meaning among closely related adjectives	○ Distinguish shades of meaning among closely related verbs	○ Distinguish shades of meaning among closely related verbs ○ Distinguish shades of meaning among closely related adjectives	○ Distinguish shades of meaning among closely related verbs ○ Distinguish shades of meaning among closely related adjectives
2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to	○ Correctly use words acquired from the text ○ Use words and phrases acquired through reading and being read to	○ Correctly use words acquired from the text ○ Use words acquired through reading, being read to, and responding to texts	○ Correctly use words from the text ○ Use words acquired through reading and responding to texts	○ Correctly use words from the text ○ Use words acquired through reading and being read to, and responding to texts

describe (e.g., When other kids are happy that makes me happy). 2-3:S4-I-3 use grade- appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. 2-3:S5-I-3 use grade- appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. 2-3:S8-I-3 Use general academic and domain-specific words and phrases that signal spatial and temporal relationships.	o Use adverbs to describe o Describe and correctly use words and phrases acquired from the text to supply meaning to a story		o Use words acquired through reading and being read to	
Speaking and Listening Standards				
2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 2.SL.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one-at-a-time about the topics and texts under discussion). 2-3:S6-I-1 participate in extended conversations and discussions about a variety of topics and texts. 2-3:S6-I-3 express own ideas clearly using the rules for discussion. 2-3:S6-I-4 pose and respond to relevant questions. 2-3:S6-I-5 build on the ideas of others. 2-3:S9-I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.	o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care) o Participate in collaborative conversations with diverse partners	o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care) o Participate in collaborative conversations with diverse partners or in a small group o Listen to others with care and speak one-at-a-time. o Speak one-at-a-time about the topic under discussion	o Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care) o Participate in collaborative conversations with diverse partners or in a small group	o Follow agreed-upon rules for discussions. (e.g., gaining the floor in respectful ways, listening to others with care) o Participate in collaborative conversations with diverse partners or in a small group o Speak one-at-a-time about the topic under discussion
2.SL.1b Build on others' talk in	o Respond to comments made by	o Respond to comments made by	o Build on others' comments in	o Build on others' comments in

conversations by linking their comments to the remarks of others.	others in a conversation o Build on others' comments in conversations	others in a conversation o Build on others' comments in conversations	conversations by linking their comments to remarks of others	conversations by linking their comments to remarks of others
2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.		o Ask for clarification and further explanation as needed about the text under discussion	o Ask for clarification and further explanations as needed about the text under discussion	o Ask for clarification and further explanations as needed
2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2-3:S1-I-2 determine main topic or central message, lesson, or moral.	o Describe key details o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	o Describe key ideas from information presented through other media o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	o Describe key ideas or details o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	o Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2-3:S8-I-2 ask and answer yes-no, either-or, and wh- questions in order to clarify what an author or speaker says. 2-3:S9-I-2 apply increasing understanding of how ideas, events, or reasons are linked throughout a text by using grade-appropriate linking words and temporal words.	o Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue	o Ask and answer questions about what a speaker says to gather information	o Answer questions to deepen understanding of a topic	
2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2-3:S3-I-1 deliver oral presentations that include details and examples to develop a topic. 2-3:S4-I-3 use grade- appropriate general academic and domain-specific words and phrases, including adjectives, adverbs, and appropriate transition words. 2-3:S7-I-2 Respond to a question			o Tell a story with descriptive details, speaking audibly in coherent sentences	o Tell a story with descriptive details, speaking audibly in coherent sentences

or problem based gathered information from multiple (digital and print) sources.				
2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	o Create audio recording of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	o Create audio recording of stories; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings o Create or provide photos, diagrams, drawings or other visual displays to clarify ideas	o Create audio recording of stories; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings o Add drawings or other visual displays to stories when appropriate to clarify ideas, thoughts, and feelings	o Create audio recording of stories; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings o Create audio recordings of poems
2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) 2-3:S5-I-1 shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time.	o Produce complete sentences	o Produce complete sentences when appropriate to task and situation	o Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	o Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
	X	X	X	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
X	X	X	X	2.RL.3 Describe how characters in a story respond to major events and challenges.
Reading Informational Text:				
X	X	X	X	2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
X	X	X	X	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
X	X	X	X	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Reading Foundations:				
X	X	X	X	2.RF.3 Know and apply grade level phonics and word analysis skills in decoding one syllable or two syllable words
X				2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
X	X	X	X	2.RF.3b Know spelling-sound correspondences for additional common vowel teams.
X	X	X	X	2.RF.3c Identify and apply all six syllable types to decode appropriate grade level texts
	X	X		2.RF.3d Decode words with common prefixes and suffixes.
X	X		X	2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.
X	X	X	X	2.RF.3f Recognize and read grade-appropriate irregularly spelled words.
X	X	X	X	2.RF.4 Read with sufficient accuracy and fluency to support comprehension. 2.RF.4a Read on-level text with purpose and understanding.
X	X	X	X	2.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Writing Foundations:				
X				2.WF.2 Demonstrate and apply sound-letter concepts. 2.WF.2a Write the most common graphemes (letters or letter groups) for each phoneme. For example: 2.WF.2a1. Consonants: /s/=s, ss, ce, ci, cy, /f/=ff, ph, /k/=c, k, ck
X	X	X		2.WF.2a2. Vowels: /o/= o, o_e, oa, ow (long o), /a/= a, a_e, ai, ay, eigh (long a)
	X			2.WF.3 Know and apply phonics and word analysis skills when encoding words. 2.WF.3a Spell on-level, regular, single-syllable words that include: 2.WF.3a1. Position-based patterns
	X	X		2.WF.3a2. Complex consonant blends (e.g., scr, str, squ).
	X	X		2.WF.3a3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
X	X			2.WF.3a4 Vowel r-combinations (e.g., turn, star, third, four, for).
Writing:				
X	X	X		2.W.2 Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Quarter Taught				Supporting Standards
1	2	3	4	Reading Literature:
X	X	X	X	2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
X	X	X	X	2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
X	X	X	X	2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
X	X	X	X	2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
X	X	X	X	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		X	X	2.RL.9 Compare and contrast the characters and settings from two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

X	X	X	X	2.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.
Reading Informational Text:				
	X	X	X	2.RI.3 With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
X	X	X	X	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
X	X	X	X	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe
X	X	X	X	2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	X	X	X	2.RI.8 Describe how reasons support specific points the author makes in a text.
X	X	X	X	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.
X	X	X	X	2.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.
Reading Foundations:				
X	X	X	X	2.RF.4c Use context to confirm and self-correct word recognition and understanding, rereading as necessary.
Writing Foundations:				
X	X	X	X	2.WF.1 Demonstrate and apply handwriting skills. 2.WF.1a. Write legibly in manuscript using correct letter formation.
X	X	X	X	2.WF.1b Transcribe ideas in manuscript with automaticity and proper spacing.
	X			2.WF.3a5. Contractions (e.g., we'll, I'm, they've, don't).
X	X			2.WF.3a6. Homophones (e.g., bear, bare; past, passed).
	X			2.WF.3a7. Plurals and possessives (e.g., its, it's).
X	X	X		2.WF.3b With prompting and support, spell two- and three-syllable words that: 2.WF.3b1. Combine closed, open, vowel teams, vowel-r, and CVe (consonant-vowel-silent e) syllables (e.g., complete, robot, violet, understand).
	X	X		2.WF.3b2. Include familiar compound words (e.g., houseboat, yellowtail).
		X	X	2.WF.3b3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
X				2.WF.3c. With prompting and support, spell words with suffixes that require: 2.WF.3c1. Consonant doubling (e.g., running, slipped).
X			X	2.WF.3c2. Dropping silent e (e.g., smiled, paving).
	X			2.WF.3c3. Changing y to i (e.g., cried, babies).
X	X	X	X	2.WF.3d. Spell grade-level appropriate words in English, as found in a research-based list including: 2.WF.3d1. Irregular words (e.g., against, many, enough, does). 2.WF.3d2. Pattern-based words (e.g., which, kind, have).
Writing:				
	X	X	X	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
X	X	X	X	2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
X	X	X	X	2.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
X	X	X	X	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
X	X	X	X	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
	X	X	X	2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	X	X		2.W.8 Recall information from experiences or gather information from provided sources to answer a question
Language:				
X	X	X	X	2 L.1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
X		X		2.L.1a Use collective nouns (e.g., group).
X				2.L.1b Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish).
X		X		2.L.1c Use reflexive pronouns (e.g., myself, ourselves).
X		X		2.L.1d Form and use the past, present, and future tenses of frequently occurring irregular verbs (e.g., sat, hid, told).
X	X	X		2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

X	X	X	X	2.L.1f Use interjections (eg., Yes! That is mine!)
X	X	X	X	2.L.1g Produce, expand, and rearrange complete simple and compound sentences
X	X	X	X	2.L.1h identify and use declarative, interrogative, imperative and exclamatory sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
X	X	X	X	2.L.1i With assistance, link sentences into a simple cohesive paragraph that contains a main idea, supporting details, and a conclusion.
X	X			2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.L.2a Capitalize holidays, products names, and geographic names.
	X	X	X	2.L.2b Use commas in greetings and closings of letters.
	X	X		2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.
			X	2.L.2d Generalize learned spelling patterns when writing words (e.g. cage, badge; boy, boil).
X	X	X	X	2.L.2e Consult reference materials, including beginning dictionaries as needed to check and correct spelling.
	X	X	X	2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 2.L.3a Compare formal and informal uses of English
X	X	X	X	2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
X	X	X	X	2.L.4a Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell).
	X	X		2.L.4b Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	X	X	X	2.L.4c Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
X	X	X	X	2.L.4d Use sentence-level context as a clue to the meaning of a word or phrase.
X	X	X	X	2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
			X	2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. 2.L.5a Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy).
X	X	X	X	2.L.5b Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny).
X	X	X	X	2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
Speaking and Listening:				
X	X	X	X	2.SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups. 2.SL.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
X	X	X	X	2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.
	X	X	X	2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
X	X	X	X	2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
X	X	X		2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	X	X		2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
X	X	X	X	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
X	X	X	X	2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)