

READING: FOUNDATIONS				
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>Print Concepts</b> <ul style="list-style-type: none"> <li>• Sentence</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>	<b>2.RF.2.3:</b> (1) Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<ul style="list-style-type: none"> <li>• Identify who the sentence is about and what they are doing.</li> <li>• Locate first capital and ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal notes</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>
<b>Phonological Awareness</b> <ul style="list-style-type: none"> <li>• Rhyme</li> </ul>	<b>2.RF.3.1:</b> (K) Identify and produce rhyming words.	<ul style="list-style-type: none"> <li>• Distinguish words that rhyme .</li> <li>• Produce pairs of rhyming words.</li> </ul>		<ul style="list-style-type: none"> <li>• Rhyme</li> </ul>
<ul style="list-style-type: none"> <li>• Consonant sounds</li> <li>• Consonant blends</li> <li>• Multi-syllable words</li> </ul>	<b>2.RF.3.2:</b> (1) Blend sounds, including consonant blends, to produce single- and multi-syllable words.	<ul style="list-style-type: none"> <li>• Point out initial consonant diagraphs and blends. (sh, ch, th, wh) (pl, sl, bl, cr, cl, fl, fr, br, gr, gl, pr,tr, dr)</li> <li>• Name words with similar blends.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling inventory</li> <li>• Word study tests</li> <li>• Classroom observation</li> <li>• Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Consonant sounds</li> <li>• Consonant blends</li> <li>• Multi-syllable words</li> </ul>
<b>Phonics</b> <ul style="list-style-type: none"> <li>• Syllable patterns</li> </ul>	<b>2.RF.4.2:</b> Use knowledge of the six major syllable patterns (CVC, CVr, V,W, Vce, Cle) to decode two-syllable words, independent of context.	<ul style="list-style-type: none"> <li>• Find and read words with syllable patterns (CVC, CVCe) using short a long a short and long i.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling inventory</li> <li>• Word study tests</li> <li>• Classroom observation</li> <li>• Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable patterns</li> </ul>

<ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Long vowels</li> <li>• One Syllable words</li> </ul>	<p><b>2.RF.4.3:</b> Apply knowledge of short and long vowels (including vowel teams ) when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Find and read words with syllable patterns (CVC, CVCe) using short a long a short and long i.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling inventory</li> <li>• Word study tests</li> <li>• Classroom observation</li> <li>• Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Long vowels</li> <li>• One Syllable words</li> </ul>
<ul style="list-style-type: none"> <li>• Word families</li> </ul>	<p><b>2.RF.4.5:</b> Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).</p>	<ul style="list-style-type: none"> <li>• Find and read words that use common word families (long and short a and i etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling inventory</li> <li>• Word study tests</li> <li>• Classroom observation</li> <li>• Anecdotal notes</li> </ul>	<ul style="list-style-type: none"> <li>• Word families</li> </ul>
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Grade-level text</li> <li>• Comprehension</li> <li>• Expression</li> </ul>	<p><b>2.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate text smoothly and accurately.</li> <li>• Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Progress monitoring running records</li> <li>• Anecdotal notes</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level text</li> <li>• Comprehension</li> <li>• Expression</li> </ul>

## READING: LITERATURE

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Text</li> <li>• Scaffold</li> <li>• Literature</li> </ul>	<p><b>2.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<ul style="list-style-type: none"> <li>• Read and understand grade level appropriate text smoothly and accurately.</li> <li>• Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Text</li> <li>• Scaffold</li> <li>• Literature</li> </ul>
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Events</li> <li>• Main idea</li> <li>• Key details</li> </ul>	<p><b>2.RL.2.1:</b> * Ask and answer questions (eg., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p>	<ul style="list-style-type: none"> <li>• Ask questions about story elements.</li> <li>• Answer questions about story elements.</li> <li>• Identify main idea of the text.</li> <li>• Identify key details to support text.</li> </ul>		<ul style="list-style-type: none"> <li>• Events</li> <li>• Main idea</li> <li>• Key details</li> </ul>
<ul style="list-style-type: none"> <li>• Major events</li> <li>• Plot</li> <li>• Characters</li> </ul>	<p><b>2.RL.2.3:</b> * Describe how characters in a story respond to major events and how characters affect the plot.</p>	<ul style="list-style-type: none"> <li>• Identify character in the story.</li> <li>• Infer how a character is feeling by their words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> </ul>	<ul style="list-style-type: none"> <li>• Major events</li> <li>• Plot</li> <li>• Characters</li> </ul>

<ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Folktales</li> <li>• Fables</li> <li>• Lesson</li> <li>• Moral</li> <li>• Culture</li> <li>• Message</li> </ul>	<p><b>2.RL.2.2:</b> * Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<ul style="list-style-type: none"> <li>• Retell the beginning, middle and end of stories.</li> <li>• Identify the moral or lesson in fables and folktales.</li> <li>• Discuss simple phrases in languages other than English.</li> <li>• Define the features of fables and folktales.</li> <li>• Compare how these stories differ from other text.</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Folktales</li> <li>• Fables</li> <li>• Lesson</li> <li>• Moral</li> <li>• Culture</li> <li>• Message</li> </ul>
<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Illustration</li> <li>• Print text</li> <li>• Digital Text</li> <li>• Characters</li> <li>• Setting</li> <li>• Plot</li> </ul>	<p><b>2.RL.4.1:</b> * Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<ul style="list-style-type: none"> <li>• Use pictures/illustrations to describe characters, setting and plot of story.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Illustration</li> <li>• Print text</li> <li>• Digital Text</li> <li>• Characters</li> <li>• Setting</li> <li>• Plot</li> </ul>

**READING: NONFICTION**

<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Nonfiction</li> </ul>	<p><b>2.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<ul style="list-style-type: none"> <li>• Read and comprehend grade level nonfiction text with fluency.</li> <li>• Use text features to help determine story meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction</li> </ul>
<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Text features</li> <li>• Table of contents</li> <li>• Index</li> <li>• Heading</li> <li>• Captions</li> <li>• Labels</li> <li>• Clarify text</li> <li>• Key facts</li> </ul>	<p><b>2.RN.3.1:</b> Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</p>	<ul style="list-style-type: none"> <li>• Summarize what was learned through the use of text features in the non-fiction text.</li> <li>• Share information in small group and partner discussions.</li> <li>• Distinguish the difference between common text features.</li> <li>• Support opinions from text by using given text features.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Text features</li> <li>• Table of contents</li> <li>• Index</li> <li>• Heading</li> <li>• Captions</li> <li>• Labels</li> <li>• Clarify text</li> <li>• Key facts</li> </ul>
<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Author</li> </ul>	<p><b>2.RN.3.3:</b> Identify what the author wants to answer, explain, or describe in the text.</p>	<ul style="list-style-type: none"> <li>• State author’s purpose for writing text.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> </ul>	

<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Fact</li> <li>• Support</li> </ul>	<p><b>2.RN.4.1:</b> Describe how an author uses facts to support specific points in a text.</p>	<ul style="list-style-type: none"> <li>• Identify the specific point the author makes.</li> <li>• Identify facts from the text that support the author’s point.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Fact</li> <li>• Support</li> </ul>
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**Vocabulary Building**

<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Word</li> <li>• Phrase</li> <li>• Vocabulary</li> <li>• Conversation</li> </ul>	<p><b>2.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<ul style="list-style-type: none"> <li>• Participate in class discussion.</li> <li>• Listen as teacher reads aloud to identify unknown words</li> <li>• Use new vocabulary through partner, small group, and whole class conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Word</li> <li>• Phrase</li> <li>• Vocabulary</li> <li>• Conversation</li> </ul>

<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Text Features</li> <li>• Unknown Words</li> </ul>	<p><b>2.RV.2.1:</b> Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<ul style="list-style-type: none"> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Use context clues to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> <li>• <b><i>IXL CC3; DD3; EE3</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Text Features</li> <li>• Unknown Words</li> <li>• Heading</li> <li>• Table of Contents</li> <li>• Glossary</li> <li>• Labels</li> <li>• Captions</li> <li>• Diagrams</li> </ul>
<p><b>Vocabulary in Literature and Non Fiction Text</b></p> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Topic</li> <li>• Subject</li> </ul>	<p><b>2.RV.3.2:</b> Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<ul style="list-style-type: none"> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Use context clues to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Topic</li> <li>• Subject</li> </ul>

## WRITING

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<b>Handwriting</b> <ul style="list-style-type: none"> <li>Letters</li> </ul>	<b>2.W.2.1:</b> Form letters correctly and space words and sentences properly so that writing can be read easily by another person.	<ul style="list-style-type: none"> <li>Form letters correctly.</li> <li>Space letters and sentences correctly.</li> </ul>		
<b>Writing Genres</b>  <b>Informative Composition</b> <ul style="list-style-type: none"> <li>Expository</li> <li>Paragraph</li> <li>Topic</li> <li>Facts</li> <li>Details</li> <li>Concluding statement</li> </ul>	<b>2.W.3.2:</b> * Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	<ul style="list-style-type: none"> <li>Write an observational paragraph.</li> <li>Provide facts and details.</li> <li>Provide a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom writing projects</li> <li>Anecdotal notes</li> <li>Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph</li> <li>Topic</li> <li>Facts</li> <li>Details</li> <li>Concluding statement</li> <li>Expository</li> </ul>
<b>Narrative Composition</b> <ul style="list-style-type: none"> <li>Develop topics</li> <li>Details</li> <li>Thoughts</li> <li>Ending</li> <li>Paragraph</li> </ul>	<b>2.W.3.3:</b> * Develop topics for friendly letters, stories, poems, and other narrative purposes that - * include a beginning; * use temporal words to signal event order (e.g., first of all); * provide details to describe actions, thoughts, and feelings; * provide an ending.	<ul style="list-style-type: none"> <li>Write a narrative paragraph.</li> <li>Include a beginning.</li> <li>Use temporal words to signal event order.</li> <li>Use details to describe actions, thoughts and feelings.</li> <li>Provide an ending.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom writing projects</li> <li>Anecdotal notes</li> <li>Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>Develop topics</li> <li>Details</li> <li>Thoughts</li> <li>Ending Paragraph</li> </ul>
<b>Conventions of Standard English</b>  <b>Grammar and Usage</b> <ul style="list-style-type: none"> <li>English grammar</li> </ul>	<b>2.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:		<ul style="list-style-type: none"> <li>Corporation writing assessment</li> <li>Classroom writing projects</li> <li>Anecdotal notes</li> <li>Writing conference</li> </ul>	English grammar

<p><b>Conventions of Standard English</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Common noun</li> <li>• Proper noun</li> <li>• Possessive noun</li> <li>• Personal pronoun</li> </ul>	<p><b>2.W.6.1a:</b> * Nouns/Pronouns- Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<ul style="list-style-type: none"> <li>• Identify and write common nouns in a sentence.</li> <li>• Identify and write proper nouns in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL D.1-D.3; P.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Common noun</li> <li>• Proper noun</li> <li>• Possessive noun</li> <li>• Personal pronoun</li> </ul>
<ul style="list-style-type: none"> <li>• Sentences</li> <li>• Past tense</li> <li>• Action verbs</li> </ul>	<p><b>2.W.6.1b:</b> * Verbs- Writing sentences that use the past tense of frequently occurring irregular verbs. * Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<ul style="list-style-type: none"> <li>• Identify and write action verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL H.1-H.2; J.1-J.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sentences</li> <li>• Past tense</li> <li>• Action verbs</li> </ul>
<ul style="list-style-type: none"> <li>• Adjective</li> </ul>	<p><b>2.W.6.1c:</b> Adjective/Adverbs- Writing sentences that use adjectives and adverbs.</p>	<ul style="list-style-type: none"> <li>• Identify and write adjectives.</li> <li>• Use adjective to describe verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Class word lists</li> <li>• Classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective</li> </ul>

<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	<p><b>2.W.6.1e:</b> Usage- Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<ul style="list-style-type: none"> <li>• Identify a complete sentence versus a phrase.</li> <li>• Locate the subject and predicate in a sentence.</li> <li>• Correctly use period, question mark, and exclamation mark at the end of sentences.</li> <li>• Identify declarative, interrogative, imperative, and exclamatory sentences in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>
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<b>Capitalization, Punctuation and Spelling</b>	<b>2.W.6.2:</b> * Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<ul style="list-style-type: none"> <li>• Use correct capitalization, punctuation and spelling in daily work.</li> </ul>		<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>
<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Month</li> <li>• Days of the week</li> <li>• Titles</li> <li>• Initials in names</li> <li>• Proper nouns</li> </ul>	<b>2.W.6.2a:</b> Capitalization- Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.	<ul style="list-style-type: none"> <li>• Capitalize titles.</li> <li>• Capitalize months</li> <li>• Capitalize days of the week</li> <li>• Capitalize proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Month</li> <li>• Days of the week</li> <li>• Titles</li> <li>• Initials in names</li> <li>• Proper nouns</li> </ul>
<b>Spelling</b> <ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Long vowels</li> <li>• Consonant blend pattern</li> <li>• Word families</li> <li>• Irregular words</li> <li>• High frequency words</li> </ul>	<b>2.W.6.2c:</b> Spelling- <ul style="list-style-type: none"> <li>* Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</li> <li>* Generalizing learned spelling patterns (e.g., word families) when writing words.</li> <li>*Correctly spelling common irregularly spelled grade-appropriate high frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>• Use word wall to spell high frequency words correctly.</li> <li>• Memorize common word patterns.</li> <li>• Apply knowledge of known patterns to help in the spelling of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• Word Study Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Long vowels</li> <li>• Consonant blend pattern</li> <li>• Word families</li> <li>• Irregular words</li> <li>• High frequency words</li> </ul>

## SPEAKING AND LISTENING

CONTENT	STANDARD INDICATORS	• SKILLS	ASSESSMENT	VOCABULARY
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>• Audience Purpose</li> </ul>	<b>2.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<ul style="list-style-type: none"> <li>• Talk with peers in a small group and partner setting.</li> <li>• Identify the different tones and language used for different audiences</li> <li>• Identify the different tones and language used for different purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Anecdotal notes</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Audience Purpose</li> </ul>
<b>Comprehension</b> <ul style="list-style-type: none"> <li>• Key ideas</li> <li>• Details</li> <li>Media</li> </ul>	<b>2.SL.3.1:</b> Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> <li>• Determine purpose for listening. Restate key ideas from read aloud or presentation.</li> </ul>		<ul style="list-style-type: none"> <li>• Key ideas</li> <li>• Details</li> <li>Media</li> </ul>
<ul style="list-style-type: none"> <li>• Questions</li> <li>• Topic</li> <li>• Issue</li> </ul>	<b>2.SL.3.2:</b> Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.	<ul style="list-style-type: none"> <li>• Ask questions to gather or clarify information about speaker's presentation.</li> <li>• Answer questions about speaker's presentation.</li> </ul>		<ul style="list-style-type: none"> <li>• Questions</li> <li>• Topic</li> <li>• Issue</li> </ul>



**READING: FOUNDATIONS**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<p><b>Print Concepts</b></p> <ul style="list-style-type: none"> <li>• First word</li> <li>• Ending punctuation</li> <li>• Sentence</li> </ul>	<p><b>2.RF.2.3</b> (1) Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p>	<ul style="list-style-type: none"> <li>• Identify who the sentence is about and what they are doing.</li> <li>• Locate first capital and ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journal</li> <li>• Writing conferences</li> <li>• <b>IXL B.1, B.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• First word</li> <li>• Ending punctuation</li> <li>• Sentence</li> </ul>
<ul style="list-style-type: none"> <li>• ABC order</li> </ul>	<p><b>2.RF.2.4:</b> (1) Learn and apply knowledge of alphabetical order</p>	<ul style="list-style-type: none"> <li>• Organize words in ABC order to first letter.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>IXL HH1,HH2</b></li> </ul>	<ul style="list-style-type: none"> <li>• ABC order</li> </ul>
<ul style="list-style-type: none"> <li>• Substitute sounds</li> <li>• One-syllable words</li> </ul>	<p><b>2.RF.3.3:</b> (1) Add, delete, or substitute sounds to change single-syllable words.</p>	<ul style="list-style-type: none"> <li>• Show how words change by adding, deleting, and substituting sounds using manipulatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute sounds</li> <li>• One-syllable words</li> </ul>
<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Individual sounds</li> <li>• One syllable words</li> </ul>	<p><b>2.RF.3.5:</b> (1) Segment the individual sounds in one-syllable words.</p>	<ul style="list-style-type: none"> <li>• Identify the individual sounds in one syllable words by listening to teacher.</li> <li>• Categorize words into word sound groups.</li> <li>• State sounds heard and apply these sounds to new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Individual sounds</li> <li>• One syllable words</li> </ul>

<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonants</li> <li>• Blends</li> <li>• Digraphs</li> <li>• R controlled vowels</li> <li>• Regular words</li> <li>• Vowel teams</li> </ul>	<p><b>2.RF.4.1:</b> (1) Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</p>	<ul style="list-style-type: none"> <li>• Create word lists of words with similar sounds.</li> <li>• Categorize words into word sound group.</li> <li>• Spell words ending in K, ck, ke, k).</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Consonants</li> <li>• Blends</li> <li>• Digraphs</li> <li>• R controlled vowels</li> <li>• Regular words</li> <li>• Vowel teams</li> </ul>
<ul style="list-style-type: none"> <li>• Syllable patterns</li> <li>• Two syllable words</li> </ul>	<p><b>2.RF.4.2:</b> Use knowledge of the six major syllable patterns (CVC, CVr, V,W, Vce, Cle) to decode two-syllable words, independent of context.</p>	<ul style="list-style-type: none"> <li>• Find and read words with syllable patterns (CVC, CVCe, CVVC) using short o and long o, a, u, and e.</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable patterns</li> <li>• Two syllable words</li> </ul>
<ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Contractions</li> <li>• Possessives</li> <li>• Compound words</li> </ul>	<p><b>2.RF.4.6:</b> * Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.</p>	<ul style="list-style-type: none"> <li>• Identify basic prefixes and suffixes (re, pre, un, ful, ly) and how they change the meaning of the root word.</li> <li>• Match contractions with the two words that make them up.</li> <li>• Show how two words come together to create a contraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> <li>• Writing conferences</li> <li>• Writing journals</li> </ul>	<ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Contractions</li> <li>• Possessives</li> <li>• Compound words</li> </ul>
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Grade-level text</li> <li>• Expression</li> <li>• Independent level</li> <li>• Comprehension</li> </ul>	<p><b>2.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate text smoothly and accurately.</li> <li>• Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell</li> <li>• Benchmarking</li> <li>• Progress monitoring running records</li> <li>• Anecdotal notes</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level text</li> <li>• Expression</li> <li>• Independent level</li> <li>• Comprehension</li> </ul>

**READING: LITERATURE**

<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>Literature</li> </ul>	<p><b>2.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. by the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<ul style="list-style-type: none"> <li>Read grade level appropriate text smoothly and accurately.</li> <li>Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmarking</li> <li>Fluency rubric</li> <li>Anecdotal notes</li> <li>Reading Response journals</li> <li>Graphic organizers</li> <li>Progress monitoring running records</li> <li>Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>Literature</li> </ul>
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>Questions</li> <li>Events</li> <li>Main idea</li> <li>Key details</li> </ul>	<p><b>2.RL.2.1:</b> * Ask and answer questions (e.g. who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p>	<ul style="list-style-type: none"> <li>Ask questions about story elements.</li> <li>Identify main idea of the text.</li> <li>Identify key details to support text.</li> <li>Explain why events happen.</li> <li>State why the characters and setting are important to the story.</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmarking</li> <li>Fluency rubric</li> <li>Anecdotal notes</li> <li>Reading Response journals</li> <li>Graphic organizers</li> <li>Progress monitoring running records</li> <li>Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>Questions</li> <li>Events</li> <li>Main idea</li> <li>Key details</li> </ul>

<ul style="list-style-type: none"> <li>• Major events</li> <li>• Plot</li> <li>• Characters</li> </ul>	<p><b>2.RL.2.3:</b> * Describe how characters in a story respond to major events and how characters affect the plot.</p>	<ul style="list-style-type: none"> <li>• Infer how a character is feeling by their words and actions.</li> <li>• Support the plot of a story using evidence from the text.</li> <li>• Express how characters' actions advance a story's plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Major events</li> <li>• Plot</li> <li>• Characters</li> </ul>
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Predictions</li> <li>• Prior knowledge</li> <li>• Text features</li> </ul>	<p><b>2.RL.2.4:</b> Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<ul style="list-style-type: none"> <li>• Apply prior knowledge to make predictions about what is happening in the story.</li> <li>• Defend whether a prediction was confirmed by using evidence in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Predictions</li> <li>• Prior knowledge</li> <li>• Text features</li> </ul>
<p><b>Structural Elements and Organization</b></p> <ul style="list-style-type: none"> <li>• Overall structure</li> <li>• Beginning</li> <li>• Middle</li> <li>• Ending</li> </ul>	<p><b>2.RL.3.1:</b> * Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> <li>• Consider how the beginning of a story introduces middle.</li> <li>• Determine how the middle of the story affects the end of a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> </ul>	<ul style="list-style-type: none"> <li>• Overall structure</li> <li>• Beginning</li> <li>• Middle</li> <li>• Ending</li> </ul>

<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Characters</li> <li>• Dialogue</li> <li>• Characters</li> <li>• Quotation Marks</li> </ul>	<p><b>2.RL.3.2:</b> Acknowledge differences in the points of view of characters and identify dialogue a words spoken by characters, usually enclosed in quotation marks.</p>	<ul style="list-style-type: none"> <li>• Identify speaker in the dialogue of stories.</li> <li>• Determine the narrator of the story by examining their point of view.</li> <li>• Discuss as a class and in small groups how the story would change if told from the point of view of a different character.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> <li>• Writing journals</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Characters</li> <li>• Dialogue</li> <li>• Characters</li> <li>• Quotation Marks</li> </ul>
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**READING: NONFICTION**

<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Scaffold</li> </ul>	<p><b>2.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<ul style="list-style-type: none"> <li>• Read and comprehend grade level nonfiction text with fluency.</li> <li>• Use text features to help determine story meaning.</li> <li>• Read nonfiction slowly to aid in comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction</li> </ul>
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting facts</li> <li>• Details</li> </ul>	<p><b>2.RN.2.1:</b> * Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<ul style="list-style-type: none"> <li>• Identify main idea.</li> <li>• Identify supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting facts</li> <li>• Details</li> </ul>

<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> </ul>	<p><b>3.RN.2.2:</b> *Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> <li>• State the main idea of a nonfiction text.</li> <li>• Describe details about the main idea.</li> <li>• Explain how the details support the main idea.</li> <li>• Compare and contrast texts on similar topics using main ideas and details.</li> <li>• Use the main ideas and details of a text to explain what is known about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Discussions</li> <li>• Graphic Organizers</li> <li>• Reading Response Journals</li> <li>• Reading Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Details</li> <li>• Compare</li> <li>• Contrast</li> <li>• Similar</li> <li>• Different</li> </ul>
<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Text features</li> <li>• Table of contents</li> <li>• Index</li> <li>• Heading</li> <li>• Captions</li> <li>• Labels</li> <li>• Clarify text</li> <li>• Key facts</li> </ul>	<p><b>2.RN.3.1:</b> Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</p>	<ul style="list-style-type: none"> <li>• Locate information in text by using text features.</li> <li>• Explain how to correctly use text features.</li> <li>• Explain how they support the understanding of text using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Text features</li> <li>• Table of contents</li> <li>• Index</li> <li>• Heading</li> <li>• Captions</li> <li>• Labels</li> <li>• Clarify text</li> <li>• Key facts</li> </ul>

<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Fact</li> <li>• Support</li> </ul>	<p><b>2.RN.4.1:</b> Describe how an author uses facts to support specific points in a text.</p>	<ul style="list-style-type: none"> <li>• Identify the specific point the author makes.</li> <li>• Identify facts from the text that support the author's point.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Fact</li> <li>• Support</li> </ul>
<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> </ul>	<p><b>2.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Use two different texts to compare and contrast information learned on a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> </ul>

**READING: VOCABULARY**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Conversations</li> <li>• Respond to literature</li> <li>• Nonfiction</li> <li>• Vocabulary</li> </ul>	<p><b>2.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<ul style="list-style-type: none"> <li>• Participate in class discussion.</li> <li>• Listen as teacher reads aloud to identify unknown words.</li> <li>• Use new vocabulary through partner, small group, and whole class conversations.</li> <li>• Use new vocabulary in reading journals to respond to what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Conversations</li> <li>• Respond to literature</li> <li>• Nonfiction</li> <li>• Vocabulary</li> </ul>
<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Table contents</li> <li>• Headings</li> <li>• Captions</li> <li>• Headings</li> <li>• Unknown words</li> </ul>	<p><b>2.RV.2.1:</b> * Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<ul style="list-style-type: none"> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Use context clues to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Table contents</li> <li>• Headings</li> <li>• Captions</li> <li>• Headings</li> <li>• Unknown words</li> </ul>
<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> </ul>	<p><b>2.RV.2.2:</b> Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., <i>puzzle, fire</i>).</p>	<ul style="list-style-type: none"> <li>• Identify synonym pairs.</li> <li>• Identify antonym pairs.</li> <li>• Create lists of other known synonyms and antonyms.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Reading conferences</li> <li>• <b><i>IXL CC.1-CC3;DD.1-DD.3</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Synonym</li> <li>• Antonym</li> </ul>

<ul style="list-style-type: none"> <li>• Root words</li> <li>• Affix</li> </ul>	<p><b>2.RV.2.4:</b> Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p>	<ul style="list-style-type: none"> <li>• Apply the meaning of a known root word to understand the meaning of a new word that contains a basic prefixes and suffixes (pre, re, un, ly, ful).</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Creation of class word lists</li> <li>• <b><i>IXL GG.1-GG.5</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Root words</li> <li>• Affix</li> <li>• Prefix</li> <li>• Suffix</li> </ul>
<ul style="list-style-type: none"> <li>• Reference material</li> <li>• Print material</li> <li>• Digital material</li> <li>• Clarify meaning</li> </ul>	<p><b>2.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.</p>	<ul style="list-style-type: none"> <li>• Use a dictionary to look up meanings of unknown words.</li> <li>• Use digital tools (dictionaries) to find meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Reference material</li> <li>• Print material</li> <li>• Digital material</li> <li>• Clarify meaning</li> </ul>

<b>WRITING</b>				
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>• Brief time</li> <li>• Variety of tasks</li> <li>• Purpose</li> <li>• Audiences</li> <li>• Response to literature</li> <li>• Nonfiction</li> </ul>	<b>2.W.1:</b> Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction.	<ul style="list-style-type: none"> <li>• Write for many reasons.</li> <li>• Write for more extended periods of time building writing stamina.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Brief time</li> <li>• Variety of tasks</li> <li>• Purpose</li> <li>• Audiences</li> <li>• Response to literature</li> <li>• Nonfiction</li> </ul>
<b>Informative Composition</b> <ul style="list-style-type: none"> <li>• Paragraph</li> <li>• Topic</li> <li>• Facts</li> <li>• Details</li> <li>• Concluding statement</li> <li>• Observational</li> </ul>	<b>2.W.3.2:</b> * Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.	<ul style="list-style-type: none"> <li>• Write a research paragraph.</li> <li>• Write an observational paragraph.</li> <li>• Provide facts and details that support topic.</li> <li>• Provide a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph</li> <li>• Topic</li> <li>• Facts</li> <li>• Details</li> <li>• Concluding statement</li> </ul>
<b>Narrative Composition</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Friendly letter</li> <li>• Details</li> <li>• Persuasive</li> </ul>	<b>2.W.3.3:</b> * Develop topics for friendly letters, stories, poems, and other narrative purposes that - * include a beginning; * use temporal words to signal event order (e.g., first of all); * provide details to describe actions, thoughts, and feelings; * provide an ending.	<ul style="list-style-type: none"> <li>• Write a persuasive letter.</li> <li>• Use transition words to move from idea to idea.</li> <li>• Write details that support opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Friendly letter</li> <li>• Details</li> <li>• Persuasive</li> <li>• Transitions</li> </ul>

<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Genre</li> <li>• Reference materials</li> <li>• Details</li> <li>• Sentence structure</li> <li>• Organization</li> <li>• Word choice</li> <li>• Format</li> <li>• Conventions</li> <li>• Feedback</li> <li>• Technology</li> </ul>	<p><b>2.W.4:</b> * Apply the writing process to - * Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. *Use available technology to publish legible d documents.</p>	<ul style="list-style-type: none"> <li>• Brainstorm ideas for topics.</li> <li>• Select topic for writing.</li> <li>• Complete prewriting sheet with topics and supporting details.</li> <li>• Generate draft with clear beginning, middle and end.</li> <li>• Edit draft using checklists.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Genre</li> <li>• Reference materials</li> <li>• Details</li> <li>• Sentence structure</li> <li>• Organization</li> <li>• Word choice</li> <li>• Format</li> <li>• Conventions</li> <li>• Feedback</li> <li>• Technology</li> </ul>
<p><b>Conventions of Standard English</b></p> <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• English grammar</li> </ul>	<p><b>2.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>		<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• English grammar</li> </ul>
<p><b>Conventions of Standard English</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Common noun</li> <li>• Proper noun</li> <li>• Possessive noun</li> <li>• Personal pronoun</li> </ul>	<p><b>2.W.6.1a:</b> * Nouns/Pronouns- Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<ul style="list-style-type: none"> <li>• Identify and write regular and irregular plural nouns in a sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL D.1-D.3; P.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Common noun</li> <li>• Proper noun</li> <li>• Possessive noun</li> <li>• Personal pronoun</li> </ul>

<ul style="list-style-type: none"> <li>• Sentences</li> <li>• Past tense</li> <li>• Action verbs</li> </ul>	<p><b>2.W.6.1b:</b> * Verbs- Writing sentences that use the past tense of frequently occurring irregular verbs. * Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<ul style="list-style-type: none"> <li>• Identify and write past tense verbs.</li> <li>• Identify and write irregular past tense verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL H.1-H.2; J.1-J.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sentences</li> <li>• Past tense</li> <li>• Action verbs</li> </ul>
<ul style="list-style-type: none"> <li>• Adjective</li> </ul>	<p><b>2.W.6.1c:</b> Adjective/Adverbs- Writing sentences that use adjectives and adverbs.</p>	<ul style="list-style-type: none"> <li>• Identify and write adverbs.</li> <li>• Use adverbs to modify verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Class word lists</li> <li>• Classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective</li> </ul>
<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	<p><b>2.W.6.1e:</b> Usage- Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<ul style="list-style-type: none"> <li>• Identify and write simple sentences.</li> <li>• Identify and write compound sentences.</li> <li>• Use declarative, interrogative, imperative, and exclamatory sentences in writing.</li> <li>• Identify conjunctions in compound sentences.</li> <li>• Correctly using a period, question mark, or exclamation mark at the end of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>
<p><b>Capitalization, Punctuation and Spelling</b></p>	<p><b>2.W.6.2:</b> * Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<ul style="list-style-type: none"> <li>• Use correct capitalization, punctuation and spelling in daily work.</li> </ul>		<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>

<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Month</li> <li>• Days of the week</li> <li>• Titles</li> <li>• Initials in names</li> <li>• Proper nouns</li> </ul>	<p><b>2.W.6.2a:</b> Capitalization- Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>	<ul style="list-style-type: none"> <li>• Capitalize titles.</li> <li>• Capitalize proper nouns.</li> <li>• Capitalize special events.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Month</li> <li>• Days of the week</li> <li>• Titles</li> <li>• Initials in names</li> <li>• Proper nouns</li> </ul>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Period</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Contractions</li> </ul>	<p><b>2. W.6.2b:</b> *Punctuation- *Correctly using a period, question mark, or exclamation mark at the end of a sentence. *Using an apostrophe to form contractions and singular possessive nouns. * Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<ul style="list-style-type: none"> <li>• Use and write contractions correctly.</li> <li>• Use quotations marks to mark direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL A.1; W.1,W.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Period</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Contractions</li> </ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Long vowels</li> <li>• Consonant blend pattern</li> <li>• Word families</li> <li>• Irregular words</li> <li>• High frequency words</li> </ul>	<p><b>2.W.6.2c:</b> Spelling-</p> <p>* Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.</p> <p>* Generalizing learned spelling patterns (e.g., word families) when writing words.</p> <p>*Correctly spelling common irregularly spelled grade-appropriate high frequency words.</p>	<ul style="list-style-type: none"> <li>• Use word wall to spell high frequency words correctly.</li> <li>• Memorize common word patterns.</li> <li>• Apply knowledge of known patterns to help in the spelling of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• Word Study Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Long vowels</li> <li>• Consonant blend pattern</li> <li>• Word families</li> <li>• Irregular words</li> <li>• High frequency words</li> </ul>

<b>SPEAKING AND LISTENING</b>				
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<b>Discussion and Collaboration</b> <ul style="list-style-type: none"> <li>• Topics</li> <li>• Peers</li> <li>• Adults</li> <li>• Small and large groups</li> </ul>	<b>2.SL.2.1:</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> <li>• Take turns talking.</li> <li>• Listen when others speak.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Anecdotal notes</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Topics</li> <li>• Peers</li> <li>• Adults</li> <li>• Small and large groups</li> </ul>
<ul style="list-style-type: none"> <li>• Topics</li> <li>• Texts</li> </ul>	<b>2.SL.2.4:</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	<ul style="list-style-type: none"> <li>• Use turn and talk to clarify information under discussion.</li> <li>• Ask for explanation to help with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Anecdotal notes</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Topics</li> <li>• Texts</li> </ul>
<b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>• Language</li> <li>• Poems</li> <li>• Rhymes</li> <li>• Experience</li> <li>• Facts</li> <li>• Sensory details</li> <li>• Sentences</li> </ul>	<b>2.SL.4.1:</b> Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	<ul style="list-style-type: none"> <li>• Recount an experience using sensory details.</li> <li>• Retell a story with facts.</li> <li>• Speak audibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Anecdotal notes</li> <li>• Progress monitoring running records</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Poems</li> <li>• Rhymes</li> <li>• Experience</li> <li>• Facts</li> <li>• Sensory details</li> <li>• Sentences</li> </ul>

<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Clear focus</li> <li>• Media</li> <li>• Thoughts</li> <li>• Ideas</li> <li>• Feelings</li> </ul>	<p><b>2.SL.4.2:</b> Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> <li>• Make eye contact while presenting.</li> <li>• State clearly the focus of the presentation.</li> </ul> <p>Use various media to present.</p>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Anecdotal notes</li> <li>• Progress monitoring running records</li> </ul> <p>Reading conferences</p>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Clear focus</li> <li>• Media</li> <li>• Thoughts</li> <li>• Ideas</li> <li>• Feelings</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Multi-step directions</li> </ul>	<p><b>2.SL.4.3:</b> Give and follow multi-step directions.</p>	<ul style="list-style-type: none"> <li>• Listen to the person giving directions.</li> <li>• Repeat the multiple steps.</li> <li>• List directions given.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Anecdotal notes</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Multistep directions</li> </ul>

<b>MEDIA LITERACY</b>				
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<b>Media Literacy</b> Media source <ul style="list-style-type: none"> <li>• Information</li> <li>• Entertainment</li> <li>• Persuasion</li> <li>• Event</li> <li>• Transmission of culture</li> </ul>	<b>2.ML.2.1:</b> Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	<ul style="list-style-type: none"> <li>• Locate specific media that can be used to aid in classroom learning (newspaper, internet). Apply print and digital media to classroom lessons when appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Media source</li> <li>• Information</li> <li>• Entertainment</li> <li>• Persuasion</li> <li>• Event</li> <li>• Transmission of culture</li> </ul>

**READING: FOUNDATIONS**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<ul style="list-style-type: none"> <li>• ABC order</li> </ul>	<p><b>2.RF.3.2:</b> (1) Blend sounds, including consonant blends, to produce single- and multi-syllable words.</p>	<ul style="list-style-type: none"> <li>• Blend sounds to produce single and multi-syllable words.</li> </ul>		<ul style="list-style-type: none"> <li>• ABC order</li> </ul>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonants</li> <li>• Blends</li> <li>• Digraphs</li> <li>• R controlled vowels</li> <li>• Regular words</li> <li>• Vowel teams</li> </ul>	<p><b>2.RF.4.1:</b> (1) Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</p>	<ul style="list-style-type: none"> <li>• Create word lists of words with similar sounds.</li> <li>• Categorize words into word sound group.</li> <li>• Decode words involving are, ar, air, er, ear, eer, ir, ire, ier.</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Consonants</li> </ul>
<ul style="list-style-type: none"> <li>• Syllable patterns</li> <li>• Two syllable words</li> </ul>	<p><b>2.RF.4.2:</b> Use knowledge of the six major syllable patterns (CVC, CVr, V,W, Vce, Cle) to decode two-syllable words, independent of context.</p>	<ul style="list-style-type: none"> <li>• Find and read words with syllable patterns (CVC, CVCe, CVVC, VCC, CCV) (using short and long o, a, u, and i).</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable patterns</li> <li>• Two syllable words</li> </ul>
<ul style="list-style-type: none"> <li>• Words families</li> </ul>	<p><b>2.RF.4.5:</b> Know and use common word families when reading unfamiliar words (e.g., -are, ine, -ire, -ear, -ore, -oar, -air, -ure).</p>	<ul style="list-style-type: none"> <li>• Create word lists of words with similar sounds.</li> <li>• Categorize words into common word families – (are, ine, -ire, -ear, -ore, -oar, -air, -ure).</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> <li>• Writing conferences</li> <li>• Writing journals</li> </ul>	<ul style="list-style-type: none"> <li>• Word families</li> </ul>

<ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Contractions</li> <li>• Possessives</li> <li>• Compound words</li> </ul>	<p><b>2.RF.4.6:</b> Read multi –syllabic words composed of roots, prefixes, suffixes. Read possessives and contractions and compound words.</p>	<ul style="list-style-type: none"> <li>• Identify basic prefixes and suffixes (dis, mis, ness, less) and how they change the meaning of the root word.</li> <li>• Match contractions with the two words that make them up.</li> <li>• Show how two words come together to create a contraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> <li>• Writing conferences</li> <li>• Writing journals</li> </ul>	<ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Contractions</li> <li>• Possessives</li> <li>• Compound words</li> </ul>
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Grade-level text</li> <li>• Expression</li> <li>• Independent level</li> <li>• Comprehension</li> </ul>	<p><b>2.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate text smoothly and accurately.</li> <li>• Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell</li> <li>• Benchmarking</li> <li>• Progress monitoring running records</li> <li>• Anecdotal notes</li> <li>• Reading conferences</li> </ul>	

## READING: LITERATURE

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Literature</li> </ul>	<p><b>2.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate text smoothly and accurately.</li> <li>• Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Events</li> <li>• Main idea</li> <li>• Key details</li> </ul>	<p><b>2.RL.2.1:</b> * Ask and answer questions (eg., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.</p>	<ul style="list-style-type: none"> <li>• Ask questions about story elements using higher level thinking skills, “How does the ending of the story conclude the action or solve the problem?”</li> <li>• Identify main idea of increasingly difficult text.</li> <li>• Identify key details of increasingly difficult text to support comprehension.</li> <li>• Identify examples of cause and effect relationships in text.</li> <li>• Apply inferences to understand main idea and key details.</li> <li>• Express how visualization aides in comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Events</li> <li>• Main idea</li> <li>• Key details</li> <li>• Cause and effect</li> <li>• Inference</li> <li>• Visualizing</li> </ul>

<ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Folktales</li> <li>• Fables</li> <li>• Lesson</li> <li>• Moral</li> <li>• Culture</li> <li>• Message</li> </ul>	<p><b>2.RL.2.2:</b> * Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<ul style="list-style-type: none"> <li>• Retell the beginning, middle and end of stories.</li> <li>• Identify the moral or lesson in fables and folktales.</li> <li>• Discuss simple phrases in languages other than English.</li> <li>• Define the features of fables and folktales.</li> <li>• Compare how these stories differ from other text.</li> </ul>		<ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Folktales</li> <li>• Fables</li> <li>• Lesson</li> <li>• Moral</li> <li>• Culture</li> <li>• Message</li> </ul>
<ul style="list-style-type: none"> <li>• Predictions</li> <li>• Prior knowledge</li> <li>• Text features</li> </ul>	<p><b>2.RL.2.4:</b> Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<ul style="list-style-type: none"> <li>• Apply prior knowledge to make predictions about what is happening in the story.</li> <li>• Defend whether a prediction was confirmed by using evidence in the story.</li> <li>• Support why predictions are appropriate/not appropriate by what has happened so far in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Predictions</li> <li>• Prior knowledge</li> <li>• Text features</li> </ul>

<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Time period</li> <li>• Culture</li> </ul>	<p><b>2.RL.4.2:</b> Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.</p>	<ul style="list-style-type: none"> <li>• Read two versions of the same story from different authors, time periods, or cultures.</li> <li>• Compare the versions of the stories.</li> <li>• Contrast the versions of the stories.</li> <li>• Use a Venn Diagram to compare and contrast two versions of the same story.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Time period</li> <li>• Culture</li> </ul>
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**READING: NONFICTION**

<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Scaffold</li> </ul>	<p><b>2.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<ul style="list-style-type: none"> <li>• Read and comprehend grade level nonfiction text with fluency.</li> <li>• Use text features to help determine story meaning.</li> <li>• Remind students to slow down when reading nonfiction to aid in comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction</li> </ul>
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting facts</li> <li>• Details</li> </ul>	<p><b>2.RN.2.1:</b> * Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<ul style="list-style-type: none"> <li>• Read more complex text</li> <li>• State author’s purpose for writing text.</li> <li>• Use text features to determine author’s purpose for each section.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting facts</li> <li>• Details</li> </ul>

<ul style="list-style-type: none"> <li>• Historical events</li> <li>• Scientific ideas</li> <li>• Steps in a process</li> <li>• Procedure</li> </ul> <p>Connection</p>	<p><b>2.RN.2.3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p>	<ul style="list-style-type: none"> <li>• Read a timeline</li> <li>• Identify how the events are connected</li> <li>• Read texts about an inventor.</li> <li>• Describe the steps in the process creating the new invention.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Historical events</li> <li>• Scientific ideas</li> <li>• Process</li> <li>• Procedure</li> <li>• Connection</li> </ul>
<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Text features</li> <li>• Table of contents</li> <li>• Index</li> <li>• Heading</li> <li>• Captions</li> <li>• Labels</li> <li>• Clarify text</li> <li>• Key facts</li> </ul>	<p><b>2.RN.3.1:</b> Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</p>	<ul style="list-style-type: none"> <li>• Summarize what was learned through the use of text features in the non-fiction text.</li> <li>• Share information in small group and partner discussions.</li> <li>• Distinguish the difference between common text features.</li> <li>• Support opinions from text by using given text features.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Text features</li> <li>• Table of contents</li> <li>• Index</li> <li>• Heading</li> <li>• Captions</li> <li>• Labels</li> <li>• Clarify text</li> <li>• Key facts</li> </ul>
<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Cause</li> <li>• Effect</li> </ul>	<p><b>2.RN.3.2:</b> Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.</p>	<ul style="list-style-type: none"> <li>• Compare and contrast information learned through reading two texts on similar topics.</li> <li>• Identify cause and effect relationship within the text.</li> <li>• Explain why that relationship exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Cause</li> <li>• Effect</li> </ul>

<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Author</li> </ul>	<p><b>2.RN.3.3:</b> Identify what the author wants to answer, explain, or describe in the text.</p>	<ul style="list-style-type: none"> <li>• State author’s purpose for writing text.</li> <li>• Use text features to determine author’s purpose for each section.</li> <li>• Tell why the author divided up the text in the way he /she did.</li> <li>• Tell why the author uses different heading/sections for different types of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	
<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Fact</li> <li>• Support</li> </ul>	<p><b>2.RN.4.1:</b> Describe how an author uses facts to support specific points in a text.</p>	<ul style="list-style-type: none"> <li>• Identify the specific point the author makes.</li> <li>• Identify facts from the text that support the author’s point.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Fact</li> <li>• Support</li> </ul>
<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> </ul>	<p><b>2.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Use two different texts to compare and contrast information learned on a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> </ul>

## READING: VOCABULARY

CONTENT	STANDARD INDICATORS	• SKILLS	• ASSESSMENT	VOCABULARY
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Conversations</li> <li>• Respond to literature</li> <li>• Nonfiction</li> <li>• Vocabulary</li> </ul>	<p><b>2.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<ul style="list-style-type: none"> <li>• Participate in class discussion.</li> <li>• Listen as teacher reads aloud to identify words they don't know.</li> <li>• Use new vocabulary in small group, and whole class conversations.</li> <li>• Use new vocabulary in reading journals to respond to what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	
<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Table contents</li> <li>• Headings</li> <li>• Captions</li> <li>• Headings</li> <li>• Unknown words</li> </ul>	<p><b>2.RV.2.1:</b> * Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<ul style="list-style-type: none"> <li>• Read a variety of more complex text.</li> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Use context clues to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Table contents</li> <li>• Headings</li> <li>• Captions</li> <li>• Headings</li> <li>• Unknown words</li> </ul>

<p><b>Vocabulary in Literature and Nonfiction Texts</b></p> <ul style="list-style-type: none"> <li>• Regular beats</li> <li>• Repeating lines</li> <li>• Similes</li> <li>• Alliteration</li> <li>• Idioms</li> <li>• Onomatopoeia</li> <li>• Story</li> <li>• Poem</li> <li>• Song</li> <li>• Rhythm</li> <li>• Meaning</li> </ul>	<p><b>2.RV.3.1:</b> *Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.</p>	<ul style="list-style-type: none"> <li>• Read many examples of poetry.</li> <li>• Show examples of similes, alliteration, idioms, onomatopoeias in writing.</li> <li>• Discuss how these elements affect the reader and meaning of the work.</li> <li>• Explain how a poet/author uses rhythm in writing to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom work</li> <li>• Classroom observations</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Regular beats</li> <li>• Repeating lines</li> <li>• Similes</li> <li>• Alliteration</li> <li>• Idioms</li> <li>• Onomatopoeia</li> <li>• Story</li> <li>• Poem</li> <li>• Song</li> <li>• Rhythm</li> <li>• Meaning</li> </ul>
<ul style="list-style-type: none"> <li>• Topic</li> <li>• Nonfiction</li> <li>• Phrase</li> <li>• Subject</li> </ul>	<p><b>2.RV.3.2:</b> *Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.</p>	<ul style="list-style-type: none"> <li>• Read a variety of more complex text.</li> <li>• Use text features to determine the meaning of unknown words.</li> <li>• Use context clues to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Nonfiction</li> <li>• Phrase</li> <li>• Subject</li> </ul>

## WRITING

CONTENT	STANDARD INDICATORS	• SKILLS	• ASSESSMENT	• VOCABULARY
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>• Brief time</li> <li>• Variety of tasks</li> <li>• Purpose</li> <li>• Audiences</li> <li>• Response to literature</li> <li>• Nonfiction</li> </ul>	<b>2.W.1:</b> Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction.	<ul style="list-style-type: none"> <li>• Write for many reasons.</li> <li>• Write for longer periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Brief time</li> <li>• Variety of tasks</li> <li>• Purpose</li> <li>• Audiences</li> <li>• Response to literature</li> <li>• Nonfiction</li> </ul>
<b>Persuasive Compositions</b> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Persuasive</li> <li>• Concluding statement</li> </ul>	<b>2.W.3.1:</b> * Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	<ul style="list-style-type: none"> <li>• Write a persuasive book review.</li> <li>• Identify topic and position</li> <li>• Retell a story.</li> <li>• Express your attitude and opinion in written form.</li> <li>• Create a “hook” that will peak interest of others.</li> <li>• Write a persuasive poster</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion</li> <li>• Persuasive</li> <li>• Concluding statement</li> </ul>
<b>Narrative Compositions</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Details</li> </ul>	<b>2.W.3.3:</b> * Develop topics for friendly letters, stories, poems, and other narrative purposes that - * include a beginning; * use temporal words to signal event order (e.g., first of all); * provide details to describe actions, thoughts, and feelings; * provide an ending.	<ul style="list-style-type: none"> <li>• Write a Christmas vacation descriptive paragraph.</li> <li>• Create a basic plot that using temporal words.</li> <li>• Add details to the plot.</li> <li>• Provide a beginning, middle, and end</li> <li>• Use sensory words to describe setting.</li> <li>• Provide a setting that makes sense with the plot.</li> <li>• Create a review poster.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Book review</li> <li>• Details</li> </ul>

<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Genre</li> <li>• Reference materials</li> <li>• Details</li> <li>• Sentence structure</li> <li>• Organization</li> <li>• Word choice</li> <li>• Format</li> <li>• Conventions</li> <li>• Feedback</li> <li>• Technology</li> </ul>	<p><b>2.W.4:</b> * Apply the writing process to - * Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. *Use available technology to publish legible documents.</p>	<ul style="list-style-type: none"> <li>• Brainstorm ideas for topics.</li> <li>• Select topic.</li> <li>• Complete prewriting sheet with topics and supporting details.</li> <li>• Generate draft.</li> <li>• Edit draft using checklists.</li> <li>• Complete corporation writing prompt.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Writing process</li> <li>• Draft</li> <li>• Ideas</li> <li>• Genre</li> <li>• Reference materials</li> <li>• Details</li> <li>• Sentence structure</li> <li>• Organization</li> <li>• Word choice</li> <li>• Format</li> <li>• Conventions</li> <li>• Feedback</li> <li>• Technology</li> </ul>
<p><b>Conventions of Standard English</b></p> <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• English grammar</li> </ul>	<p><b>2.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>		<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<p>English grammar</p>
<p><b>Conventions of Standard English</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Common noun</li> <li>• Proper noun</li> <li>• Possessive noun</li> <li>• Personal pronoun</li> </ul>	<p><b>2.W.6.1a:</b> * Nouns/Pronouns- Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<ul style="list-style-type: none"> <li>• Identify and write possessive nouns.</li> <li>• Identify and write possessive pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b><i>IXL D.1-D.3; P.1</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Common noun</li> <li>• Proper noun</li> <li>• Possessive noun</li> <li>• Personal pronoun</li> </ul>

<ul style="list-style-type: none"> <li>• Sentences</li> <li>• Past tense</li> <li>• Action verbs</li> </ul>	<p><b>2.W.6.1b:</b> * Verbs- Writing sentences that use the past tense of frequently occurring irregular verbs. * Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<ul style="list-style-type: none"> <li>• Identify and write linking verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL H.1-H.2; J.1-J.3</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences</li> <li>• Past tense</li> <li>• Action verbs</li> </ul>
<ul style="list-style-type: none"> <li>• Adjective</li> </ul>	<p><b>2.W.6.1c:</b> Adjective/Adverbs- Writing sentences that use adjectives and adverbs.</p>	<ul style="list-style-type: none"> <li>• Identify and write adjectives.</li> <li>• Use adjectives to describe nouns.</li> <li>• Identify superlatives (-er, -est)</li> </ul>	<ul style="list-style-type: none"> <li>• Class word lists</li> <li>• Classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective</li> </ul>
<p><b>Capitalization, Punctuation and Spelling</b></p>	<p><b>2.W.6.2:</b> * Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<ul style="list-style-type: none"> <li>• Use correct capitalization, punctuation and spelling in daily work.</li> </ul>		<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Period</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Contractions</li> </ul>	<p><b>2. W.6.2b:</b> *Punctuation- *Correctly using a period, question mark, or exclamation mark at the end of a sentence. *Using an apostrophe to form contractions and singular possessive nouns. * Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<ul style="list-style-type: none"> <li>• Identify and correctly use all ending punctuation.</li> <li>• Write apostrophes in possessives.</li> <li>• Use quotation marks correctly to show dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL A.1; W.1,W.2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Period</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Contractions</li> </ul>

<b>READING: FOUNDATIONS</b>				
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Consonants</li> <li>• Blends</li> <li>• Digraphs</li> <li>• R controlled vowels</li> <li>• Regular words</li> <li>• Vowel teams</li> </ul>	<p><b>2.RF.4.1:</b> (1) Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</p>	<ul style="list-style-type: none"> <li>• Create word lists of words with similar sounds.</li> <li>• Categorize words into word sound group.</li> <li>• Continue with word study through focusing on (r controlled vowels, digraphs, and vowel teams ai, oa,).</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Consonants</li> <li>• Blends</li> <li>• Digraphs</li> <li>• R controlled vowels</li> <li>• Regular words</li> <li>• Vowel teams</li> </ul>
<ul style="list-style-type: none"> <li>• Syllable patterns</li> <li>• Two syllable words</li> </ul>	<p><b>2.RF.4.2:</b> Use knowledge of the six major syllable patterns (CVC, CVr, V,W, Vce, Cle) to decode two-syllable words, independent of context.</p>	<ul style="list-style-type: none"> <li>• Find and read words with syllable patterns (using r-controlled vowels, oo, oi, oy, ou, ow, soft and hard c;g, silent letters (kn, wr).</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> </ul>	<ul style="list-style-type: none"> <li>• Syllable patterns</li> <li>• Two syllable words</li> </ul>
<ul style="list-style-type: none"> <li>• Regularly spelled</li> <li>• High frequency words</li> <li>• Abbreviations</li> </ul>	<p><b>2.RF.4.4:</b> Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).</p>	<ul style="list-style-type: none"> <li>• Read common abbreviations (days of the week, months of the year, Mr. Mrs. Dr. St.).</li> <li>• Recognize and correctly read 2<sup>nd</sup> grade high frequency words from the Dolch word list.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences</li> <li>• Classroom observation</li> </ul>	<ul style="list-style-type: none"> <li>• High frequency words</li> <li>• Sight words</li> <li>• Abbreviations</li> </ul>

<ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Contractions</li> <li>• Possessives</li> <li>• Compound words</li> </ul>	<p><b>2.RF.4.6:</b> * Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.</p>	<ul style="list-style-type: none"> <li>• Explain how basic prefixes and suffixes (re, pre, un, ful, ly) change the meaning of the root word.</li> <li>• Locate prefixes/suffixes in reading and state meaning</li> <li>• State compound words as two words that come together to create a new word.</li> <li>• Locate compound words in reading.</li> <li>• State the reason why words like recess and today do not fit the rules of prefixes and compound words.</li> <li>• Match contractions with the two words that make them up.</li> <li>• Show how two words come together to create a contraction.</li> <li>• Read a possessive and identify the owner.</li> </ul>	<ul style="list-style-type: none"> <li>• Word study tests</li> <li>• Spelling inventory</li> <li>• Writing conferences</li> <li>• Writing journals</li> </ul>	<ul style="list-style-type: none"> <li>• Roots</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Contractions</li> <li>• Possessives</li> <li>• Compound words</li> </ul>
<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>• Grade-level text</li> <li>• Expression</li> <li>• Independent level</li> <li>• Comprehension</li> </ul>	<p><b>2.RF.5:</b> * Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<ul style="list-style-type: none"> <li>• Read grade level appropriate text smoothly and accurately.</li> <li>• Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell</li> <li>• Benchmarking</li> <li>• Progress monitoring running records</li> <li>• Anecdotal notes</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level text</li> <li>• Expression</li> <li>• Independent level</li> <li>• Comprehension</li> </ul>

**READING: LITERATURE**

<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>Literature</li> </ul>	<p><b>2.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. by the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<ul style="list-style-type: none"> <li>Read grade level appropriate text smoothly and accurately.</li> <li>Use punctuation to guide phrasing and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmarking</li> <li>Fluency rubric</li> <li>Anecdotal notes</li> <li>Reading Response journals</li> <li>Graphic organizers</li> <li>Progress monitoring running records</li> <li>Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>Literature</li> </ul>
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>Predictions</li> <li>Prior knowledge</li> <li>Text features</li> </ul>	<p><b>2.RL.2.4:</b> Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</p>	<ul style="list-style-type: none"> <li>Apply prior knowledge to make predictions about what is happening in the story.</li> <li>Defend whether a prediction was confirmed by using evidence in the story.</li> <li>Discuss whether predictions make sense with events that are happening in the story</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmarking</li> <li>Fluency rubric</li> <li>Anecdotal notes</li> <li>Reading Response journals</li> <li>Graphic organizers</li> <li>Progress monitoring running records</li> <li>Reading conference.</li> </ul>	<ul style="list-style-type: none"> <li>Predictions</li> <li>Prior knowledge</li> <li>Text features</li> </ul>

<p><b>Structural Elements and Organization</b></p> <ul style="list-style-type: none"> <li>• Overall structure</li> <li>• Beginning</li> <li>• Middle</li> <li>• Ending</li> </ul>	<p><b>2.RL.3.1:</b> * Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> <li>• Identify main idea of the text.</li> <li>• Retell the story in story order using temporal words.</li> <li>• Identify details to support why events happen in the story.</li> <li>• Explain how the beginning of a story introduces middle.</li> <li>• Explain how the middle of the story affects the end of a story.</li> <li>• Retell the main events of a story, beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Overall structure</li> <li>• Beginning</li> <li>• Middle</li> <li>• Ending</li> </ul>
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**READING: NONFICTION**

<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>	<b>ASSESSMENT</b>	<b>VOCABULARY</b>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Scaffold</li> </ul>	<p><b>2.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.</p>	<ul style="list-style-type: none"> <li>• Read and comprehend grade level nonfiction text with fluency.</li> <li>• Use text features to help determine story meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction</li> </ul>
<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting facts</li> <li>• Details</li> </ul>	<p><b>2.RN.2.1:</b> * Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.</p>	<ul style="list-style-type: none"> <li>• State author’s purpose for writing text.</li> <li>• Use text features to determine author’s purpose for each section.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting facts</li> <li>• Details</li> </ul>

<p><b>Key Ideas and Textual Support</b></p> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Multiparagraph text</li> <li>• Topic</li> </ul>	<p><b>2.RN.2.2:</b> Identify the main idea of a multiparagraph text and the topic of each paragraph.</p>	<ul style="list-style-type: none"> <li>• Read passages with more than one paragraph.</li> <li>• Identify topic sentence of each paragraph.</li> <li>• Identify words in each sentence that state main idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Multiparagraph text</li> <li>• Topic</li> </ul>
<ul style="list-style-type: none"> <li>• Historical events</li> <li>• Scientific ideas</li> <li>• Steps in a process</li> <li>• Procedure</li> <li>• Connection</li> </ul>	<p><b>2.RN.2.3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.</p>	<ul style="list-style-type: none"> <li>• Read a timeline</li> <li>• Identify how the events are connected</li> <li>• Read texts about an inventor.</li> <li>• Describe the steps in the process creating the new invention.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Historical events</li> <li>• Scientific ideas</li> <li>• Process</li> <li>• Procedure</li> <li>• Connection</li> </ul>
<p><b>Structural Elements and Organization</b></p> <p><b>Features and Structures</b></p> <ul style="list-style-type: none"> <li>• Text features</li> <li>• Table of contents</li> <li>• Index</li> <li>• Heading</li> <li>• Captions</li> <li>• Labels</li> </ul>	<p><b>2.RN.3.1:</b> Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.</p>	<ul style="list-style-type: none"> <li>• Locate information in text by using text features. (table of contents, index, heading, captions, glossary, labels).</li> <li>• Explain how to correctly use text features and how they support the understanding of text.</li> <li>• Compare and contrast two nonfiction text</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> </ul>	<ul style="list-style-type: none"> <li>• Text features</li> <li>• Table of contents</li> <li>• Index</li> <li>• Heading</li> <li>• Captions</li> <li>• Labels</li> <li>• Clarify text</li> <li>• Key facts</li> </ul>

<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Cause</li> <li>• Effect</li> </ul>	<p><b>2.RN.3.2:</b> Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.</p>	<ul style="list-style-type: none"> <li>• Explain how two things can be compared by using the information in a nonfiction text.</li> <li>• Describe steps in a procedure, event or cycle.</li> <li>• Use evidence found in the text to support a cause and effect relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Cause</li> <li>• Effect</li> </ul>
<p><b>Synthesis and Connection of Ideas</b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> </ul>	<p><b>2.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• Use two different texts to compare and contrast information learned on a topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Benchmarking</li> <li>• Fluency rubric</li> <li>• Anecdotal notes</li> <li>• Reading Response journals</li> <li>• Graphic organizers</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> </ul>

## READING: VOCABULARY

CONTENT	STANDARD INDICATORS	• SKILLS	• ASSESSMENT	• VOCABULARY
<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Conversations</li> <li>• Respond to literature</li> <li>• Nonfiction</li> <li>• Vocabulary</li> </ul>	<p><b>2.RV.1:</b> Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<ul style="list-style-type: none"> <li>• Participate in class discussion.</li> <li>• Listen as teacher reads aloud to identify words they don't know.</li> <li>• Build vocabulary through turn and talk, small group, and whole class conversations.</li> <li>• Use new vocabulary in reading journals to respond to what has been read.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Words</li> <li>• Phrases</li> <li>• Conversations</li> <li>• Respond to literature</li> <li>• Nonfiction</li> <li>• Vocabulary</li> </ul>
<p><b>Vocabulary Building</b></p> <ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Table contents</li> <li>• Headings</li> <li>• Captions</li> <li>• Headings</li> <li>• Unknown words</li> </ul>	<p><b>2.RV.2.1:</b> * Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.</p>	<ul style="list-style-type: none"> <li>• Using more difficult text, identify text features to determine the meaning of unknown words.</li> <li>• Use context clues to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Reading response journals</li> <li>• Classroom observation</li> <li>• Fountas and Pinnell Benchmarking</li> <li>• Running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Context clues</li> <li>• Text features</li> <li>• Table contents</li> <li>• Headings</li> <li>• Captions</li> <li>• Headings</li> <li>• Unknown words</li> </ul>

## WRITING

CONTENT	STANDARD INDICATORS	• SKILLS	• ASSESSMENT	• VOCABULARY
<b>Learning Outcome</b> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audiences</li> <li>• Response to literature</li> <li>• Nonfiction</li> </ul>	<b>2.W.1:</b> Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction.	<ul style="list-style-type: none"> <li>• Write for many reasons.</li> <li>• Write for longer periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audiences</li> <li>• Response to literature</li> <li>• Nonfiction</li> </ul>
<b>Persuasive Paragraph</b> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Concluding statement</li> <li>• Course of action</li> </ul>	<b>2.W.3.1:</b> *Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.	<ul style="list-style-type: none"> <li>• Identify the elements in an advertisement.</li> <li>• Create an advertisement for a business.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive</li> <li>• Advertisement</li> </ul>
<b>Narrative Writing</b> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Fairy Tale</li> <li>• Fantasy</li> <li>• Details</li> </ul>	<b>2.W.3.3:</b> * Develop topics for friendly letters, stories, poems, and other narrative purposes that - * include a beginning; * use temporal words to signal event order (e.g., first of all); * provide details to describe actions, thoughts, and feelings; * provide an ending.	<ul style="list-style-type: none"> <li>• Write a fractured fairy tale or fantasy story.</li> <li>• Create a setting, characters, and a plot.</li> <li>• Establish a fantastical element when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Fairy Tale</li> <li>• Fantasy</li> <li>• Details</li> </ul>

<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Draft</li> <li>• Ideas</li> <li>• Genre</li> <li>• Reference materials</li> <li>• Details</li> <li>• Sentence structure</li> <li>• Organization</li> <li>• Word choice</li> <li>• Format</li> <li>• Conventions</li> <li>• Feedback</li> <li>• Technology</li> </ul>	<p><b>2.W.4:</b> * Apply the writing process to * Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. *Use available technology to publish legible documents.</p>	<ul style="list-style-type: none"> <li>• Brainstorm ideas for topics.</li> <li>• Complete prewriting sheet with topics and supporting details.</li> <li>• Generate draft.</li> <li>• Edit draft using checklists.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Draft</li> <li>• Ideas</li> <li>• Genre</li> <li>• Reference materials</li> <li>• Details</li> <li>• Sentence structure</li> <li>• Organization</li> <li>• Word choice</li> <li>• Format</li> <li>• Conventions</li> <li>• Feedback</li> <li>• Technology</li> </ul>
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Information</li> <li>• Visual references</li> <li>• Text references</li> <li>• Organize</li> <li>• Summarize</li> <li>• Present</li> </ul>	<p><b>2.W.5:</b> With support, conduct short research on a topic. * Find information on a topic of interest (e.g., cardinals). * Identify various visual and text reference sources. * Organize, summarize, and present the information, choosing from a variety of formats.</p>	<ul style="list-style-type: none"> <li>• Conduct research on a chosen topic.</li> <li>• Organize research on notecards on a prewrite sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	
<p><b>Conventions of Standard English</b></p> <p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• English grammar</li> <li>•</li> </ul>	<p><b>2.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>		<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<p>English grammar</p>

<p><b>Conventions of Standard English</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Common noun</li> <li>• Proper noun</li> <li>• Possessive noun</li> <li>• Personal pronoun</li> </ul>	<p><b>2.W.6.1a:</b> * Nouns/Pronouns- Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.</p>	<ul style="list-style-type: none"> <li>• Identify and write collective nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL D.1-D.3; P.1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Common noun</li> <li>• Proper noun</li> <li>• Possessive noun</li> <li>• Personal pronoun</li> </ul>
<ul style="list-style-type: none"> <li>• Sentences</li> <li>• Past tense</li> <li>• Action verbs</li> </ul>	<p><b>2.W.6.1b:</b> * Verbs- Writing sentences that use the past tense of frequently occurring irregular verbs. * Understanding the functions of different types of verbs (e.g., action, linking) in sentences.</p>	<ul style="list-style-type: none"> <li>• Review action and linking verbs.</li> <li>• Review past tense verbs- regular and irregular</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• <b>IXL H.1-H.2; J.1-J.3</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sentences</li> <li>• Past tense</li> <li>• Action verbs</li> </ul>
<ul style="list-style-type: none"> <li>• Adjective</li> </ul>	<p><b>2.W.6.1c:</b> Adjective/Adverbs- Writing sentences that use adjectives and adverbs.</p>	<ul style="list-style-type: none"> <li>• Identify and write adverbs.</li> <li>• Use adverbs to modify verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Class word lists</li> <li>• Classroom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective</li> </ul>
<p><b>Grammar and Usage</b></p> <ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	<p><b>2.W.6.1e:</b> Usage- Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>	<ul style="list-style-type: none"> <li>• Explain how to know which ending mark is necessary in writing.</li> <li>• Show correct use of ending punctuation when writing sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>
<p><b>Capitalization, Punctuation and Spelling</b></p>	<p><b>2.W.6.2:</b> * Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<ul style="list-style-type: none"> <li>• Use capital letters when writing in journals and in class assignments</li> </ul>		<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>

<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Month</li> <li>• Days of the week</li> <li>• Titles</li> <li>• Initials in names</li> <li>• Proper nouns</li> </ul>	<p><b>2.W.6.2a:</b> Capitalization- Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.</p>	<ul style="list-style-type: none"> <li>• Capitalize titles</li> <li>• Capitalize proper nouns</li> <li>• Use correct capitalization, punctuation and spelling in daily work.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Month</li> <li>• Days of the week</li> <li>• Titles</li> <li>• Initials in names</li> <li>• Proper nouns</li> </ul>
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Period</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Contractions</li> </ul>	<p><b>2. W.6.2b:</b> *Punctuation- *Correctly using a period, question mark, or exclamation mark at the end of a sentence. *Using an apostrophe to form contractions and singular possessive nouns. * Using commas in greetings and closings of letters, dates, and to separate items in a series.</p>	<ul style="list-style-type: none"> <li>• Identify and correctly use all ending punctuation.</li> <li>• Write a contraction given the two words that make it up.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> </ul> <p><b><i>IXL A.1; W.1,W.2</i></b></p>	<ul style="list-style-type: none"> <li>• Period</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Contractions</li> </ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Long vowels</li> <li>• Consonant blend pattern</li> <li>• Word families</li> <li>• Irregular words</li> <li>• High frequency words</li> </ul>	<p><b>2.W.6.2c:</b> Spelling- * Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. * Generalizing learned spelling patterns (e.g., word families) when writing words. *Correctly spelling common irregularly spelled grade-appropriate high frequency words.</p>	<ul style="list-style-type: none"> <li>• Use word wall to spell high frequency words correctly.</li> <li>• Memorize common word patterns.</li> <li>• Apply knowledge of known patterns to help in the spelling of new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Corporation writing assessment</li> <li>• Classroom writing projects</li> <li>• Anecdotal notes</li> <li>• Writing conferences</li> <li>• Word Study Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short vowels</li> <li>• Long vowels</li> <li>• Consonant blend pattern</li> <li>• Word families</li> <li>• Irregular words</li> <li>• High frequency words</li> </ul>

## SPEAKING AND LISTENING

CONTENT	STANDARD INDICATORS	• SKILLS	• ASSESSMENT	• VOCABULARY
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Poems</li> <li>• Rhymes</li> <li>• Experience</li> <li>• Facts</li> <li>• Sensory details</li> <li>• Sentences</li> </ul>	<p><b>2.SL.2.5:</b> Build on others' talk in conversations by linking comments to the remarks of others.</p>	<ul style="list-style-type: none"> <li>• Recount an experience using sensory details.</li> <li>• Retell a story with facts.</li> <li>• Speak audibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Anecdotal notes</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Poems</li> <li>• Rhymes</li> <li>• Experience</li> <li>• Facts</li> <li>• Sensory details</li> <li>• Sentences</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Poems</li> <li>• Rhymes</li> <li>• Experience</li> <li>• Facts</li> <li>• Sensory details</li> <li>• Sentences</li> </ul>	<p><b>2.SL.4.1:</b> Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.</p>	<ul style="list-style-type: none"> <li>• Recount an experience or writing using sensory details.</li> <li>• Retell a story with facts.</li> <li>• Speak audibly</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Anecdotal notes</li> <li>• Progress monitoring running records</li> <li>• Reading conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Language</li> <li>• Poems</li> <li>• Rhymes</li> <li>• Experience</li> <li>• Facts</li> <li>• Sensory details</li> <li>• Sentences</li> </ul>