



Overview and Structure

Reading Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Text Complexity

Reading Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading Level and Text Complexity



Foundational Skills

- Print Concept- Organization and basic features of print
- Phonological Awareness- understanding of spoken words, syllables, and sounds (phonemes)
- Phonics and Word Recognition- Know and apply grade level phonics and word analysis skills in decoding words
- Fluency- Read with accuracy and fluency to support comprehension

Language Skills

- Conventions of Standard English- Command of conventions of standard English grammar and usage when writing or speaking
- Knowledge of Language- Use language and its conventions when writing, speaking, reading or listening
- Vocabulary Acquisition and Use- Determine/clarify the meaning of words /phrases

Speaking and Listening

- Comprehension and Collaboration- Collaborative conversations with diverse partners (partners, small/large groups) about grade 2 topics
- Presentation of Knowledge and Ideas

Writing

- Text Types and Purposes
- Production and Distribution
- Research
- Range of Writing





First Nine Weeks- August 28- October 30

<p style="text-align: center;"><u>Literature</u></p> <p>L.3 Ask and answer <i>who, what, where, why and how</i> questions to demonstrate understanding of key details L.4 Understand words and phrases that supply rhythm and meaning in a story and poem (<i>regular beats, alliteration, rhymes, repeated lines</i>) L.7 Use illustrations, words, and digital print to understand <i>characters, setting, plot</i> L.10 Read and comprehend literature (stories, poetry) in levels 2-3 scaffolding as needed</p>	<p style="text-align: center;"><u>Informational</u></p> <p>I.1 Ask and answer <i>who, what, where, why and how</i> questions to demonstrate understanding of key details I.5 Know various text features: <i>captions, bold print, subheadings, glossaries, indexes, electronic menus, icons</i> to locate facts in text. I.10 Read and comprehend informational texts (history, science, etc.) in levels 2-3 scaffolding as needed</p>
<p style="text-align: center;"><u>Foundational Skills</u></p> <p>FS.1a Distinguish long and short vowels when reading regularly spelled one syllable words FS.1b Know spelling sound correspondences for vowel teams FS.4-Read with accuracy and fluency to support comprehension FS.4a Read on-level text with purpose and understanding</p>	<p style="text-align: center;"><u>Language Skills</u></p> <p>LS.1a grammar and usage of <i>collective nouns</i> LS.2 Capitalization, punctuation, and spelling of a. Holidays, product names, geography names e. Use dictionaries to check and correct spelling LS.3 Knowledge of conventions- Compare formal and informal uses of English</p>
<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>SL.1 Collaborative conversations with diverse partners about grade level topics SL.1a- Follow respectful rules for discussion 1b-Build on conversations by linking comments to remarks 1c- Ask for clarification/explanation about topics SL.4- Recount a story with facts, descriptive details in coherent sentences</p>	<p style="text-align: center;"><u>Writing</u></p> <p>W.5- Focus on a topic by revising and editing W.8- Recall information from sources to answer a question</p>



Second Nine Weeks- October 31- January 19

<p style="text-align: center;"><u>Literature</u></p> <p>L.3- Describe how characters respond to major events and challenges L.5- Describe the structure of a story: <i>beginning</i> introduces a story and the end <i>concludes</i> the story L.9- Compare/Contrast two or more versions of a story by different authors</p>	<p style="text-align: center;"><u>Informational</u></p> <p>I.2- Identify main topic in multi-paragraph text I.6 -Identify main purpose including what the author wants to answer, explain or describe I.7- Explain how diagrams contribute to clarify a text</p>
<p style="text-align: center;"><u>Foundational Skills</u></p> <p>FS.1c- Decode regularly spelled two-syllable words with long vowels FS.4-Read with accuracy and fluency to support comprehension FS.4c -Use context to confirm/self-correct word recognition and understanding (rereading if necessary)</p>	<p style="text-align: center;"><u>Language Skills</u></p> <p>LS.1b- form and use frequently occurring <i>irregular plural nouns</i> LS.2- Capitalization, punctuation, and spelling of 2b- commas in <i>greetings</i> and <i>closings</i> of letters LS.4a- Use sentence-level context as a clue to the meaning of a word or phrase 4d-Use meaning of individual words to predict meaning of <i>compound words</i> 4e- Use <i>glossaries and dictionaries</i> (digital and print) to clarify meaning of words</p>
<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>SL.2- Recount key ideas/details from a read aloud text SL.6- Produce complete sentences to provide details or clarification</p>	<p style="text-align: center;"><u>Writing</u></p> <p>W.3- Writing <i>narratives</i> or short sequence of events including <i>details, thoughts, feelings, temporal words and closure.</i> W.6- With support use a variety of digital tools to produce and publish writing</p>



Third Nine Weeks- January 22- March 27

<p style="text-align: center;"><u>Literature</u></p> <p>L.2- Recount stories including <i>fables and folktales</i>. Determine <i>central message, lesson and/or moral</i></p> <p>L.6- Understand different points of view of characters- change voice in reading aloud</p>	<p style="text-align: center;"><u>Informational</u></p> <p>I.3- Describe connection between historical events, scientific ideas/concepts, or steps in a procedure</p> <p>I.4- Determine the meaning of words or phrases in text</p> <p>I.8 – Describe how reasons support specific points the author make in a text</p>
<p style="text-align: center;"><u>Foundational Skills</u></p> <p>FS.1d- Decode words with common prefixes and suffixes</p> <p>FS.1e- Identify words with inconsistent but common spelling –sound correspondences</p> <p>FS.4-Read with accuracy and fluency to support comprehension</p> <p style="padding-left: 20px;">4b- Read on-level text with accuracy, appropriate rate, expression</p>	<p style="text-align: center;"><u>Language Skills</u></p> <p>LS.1d – Form and use the <i>past tense of irregular verbs</i> (sat, hid, told)</p> <p>LS.2- Capitalization, punctuation, and spelling of</p> <p style="padding-left: 40px;">2c. Use apostrophe to form contractions and possessives</p> <p style="padding-left: 40px;">2d. Generalize learned spelling patterns</p> <p>LS.4b-Determine meaning of a new word formed when <i>prefix</i> is added to known word</p> <p style="padding-left: 40px;">4c- Use root word as a clue to the meaning of unknown word within the same root</p> <p>LS.5- Distinguish shades of meaning among verbs</p>
<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>SL.3- Ask and answer questions to clarify, gather or deepen understanding of a topic</p> <p>SL.5- Create recordings of stories/poems; add drawings to clarify ideas, thoughts and feelings</p>	<p style="text-align: center;"><u>Writing</u></p> <p>W.1- Write <i>opinion piece</i>; introduce the topic, state an opinion, support their opinion using linking words to connect opinions and reasons, provide a concluding statement.</p>

**Fourth Nine Weeks- March 28- June 8**

<p style="text-align: center;"><u>Literature</u></p> <p>L.1- Ask and answer <i>who, what, where, why and how</i> questions to demonstrate understanding of key details</p> <p>L.2- Recount stories including fables and folktales. Determine central message, lesson and/or moral</p> <p>L.3- Describe how characters respond to major events and challenges</p> <p>L.4- Understand words and phrases that supply rhythm and meaning in a story and poem (<i>regular beats, alliteration, rhymes, repeated lines</i>)</p> <p>L.5- Describe the structure of a story: beginning introduces a story and the end concludes the story</p> <p>L.6- Understand different points of view of characters- change voice in reading aloud</p> <p>L.7- Use illustrations, words, and digital print to understand <i>characters, setting, plot</i></p> <p>L.10- Read and comprehend literature (stories, poetry) in levels 2-3 scaffolding as needed</p>	<p style="text-align: center;"><u>Informational</u></p> <p>I.1- Ask and answer <i>who, what, where, why and how</i> questions to demonstrate understanding of key details</p> <p>I.2- Identify main topic in multi-paragraph text</p> <p>I.3- Describe connection between historical events, scientific ideas/concepts, or steps in a procedure</p> <p>I.4- Determine the meaning of words or phrases in text</p> <p>I.6- Identify main purpose including what the author wants to answer, explain or describe</p> <p>I.5 Know various text features: <i>captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons</i> to locate facts in text.</p> <p>I.9- Understand text features (captions, bold print, glossaries, indexes, electronic menus, icons) and how to use them to find information in a text</p>
<p style="text-align: center;"><u>Foundational Skills</u></p> <p>FS.1f- Recognize and read grade-appropriate irregularly spelled words</p> <p>FS.4-Read with accuracy and fluency to support comprehension</p> <p style="padding-left: 20px;">4a- Read on-level text with purpose and understanding</p> <p style="padding-left: 20px;">4b- Read on level text orally with accuracy, appropriate rate and expression</p> <p style="padding-left: 20px;">4c- Use context to confirm/self-correct word recognition and understanding</p>	<p style="text-align: center;"><u>Language Skills</u></p> <p>LS.1c-use reflexive pronouns (myself, ourselves, etc.)</p> <p style="padding-left: 20px;">1e-Use adjectives and adverbs and choose between them depending on what is to be modified</p> <p style="padding-left: 20px;">1f-Produce, expand and rearrange complete, simple, and compound sentences.</p> <p>LS.5a- Identify real-life connections between words and their uses</p> <p>LS.6 -Using <i>adjectives and adverbs</i> to describe</p>
<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>SL.1- Collaborative conversations with diverse partners about grade level topics</p> <p style="padding-left: 20px;">1a- Follow rules for discussion</p> <p style="padding-left: 20px;">1b-Build on conversations by linking comments to remarks</p> <p style="padding-left: 20px;">1c- Ask for clarification/explanation about topics</p> <p>SL.2- Recount key ideas/details from a read aloud text</p> <p>SL.3- Ask and answer questions to clarify, gather or deepen understanding of a topic</p> <p>SL.4- Recount a story with facts, descriptive details in coherent sentences</p> <p>SL.5- Create recordings of stories/poems; add drawings to clarify ideas, thoughts and feelings</p> <p>SL.6- Produce complete sentences to provide details or clarification</p>	<p style="text-align: center;"><u>Writing</u></p> <p>W.2- Write informative/explanatory texts: introduce a topic, use facts to develop points and provide a concluding statement</p> <p>W.7- Participate in research and writing projects</p>