



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**

<u>Literature</u>	<u>Informational</u>
<p>L.1- Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>L.2- Retell stories using key details to understand central message or lesson.</p> <p>L.3- Describe characters, setting, and major events using key details</p> <p>L.5- Explain differences between books that tell a story and books that give information</p> <p>L.7- Use illustrations and details to describe characters, setting, plot</p> <p>L.10- Read prose and poetry</p>	<p>RI.1 Ask and answer who, what, where, why and how questions to understand key details</p> <p>RI.5 Know various text features: headings, table of contents, glossaries, electronic menus, icons) to locate facts in text.</p> <p>RI.7- Use illustrations and details to describe key ideas.</p> <p>RI.10 Read and comprehend informational texts</p>
<u>Foundational Skills</u>	<u>Language Skills</u>
<p>FS.1a Distinguish features in a sentence (capitalization of first word, punctuation at the end)</p> <p>FS.- In single syllable words:</p> <p>2a- Distinguish between long and short vowel sounds</p> <p>2b. -Orally blend sounds and consonant blends</p> <p>2c. - Isolate/pronounce initial, medial vowel, and final sounds</p> <p>2d. - Segment words into individual sounds</p> <p>FS.3- Phonics and word analysis in single syllable words</p> <p>3b- Decode regularly spelled words</p> <p>3d-Every syllable must have a vowel sound to determine the number of syllables in a printed word</p> <p>3g-Read and recognize irregularly spelled words</p> <p>FS.4a- Read on-level text with purpose and understanding</p>	<p>L.1a Print all upper and lowercase letters</p> <p>1b- Use common and proper nouns</p> <p>1c- Use singular and plural nouns</p> <p>1d-Use personal pronouns</p> <p>1f-Use adjectives</p> <p>1j- Produce and expand simple declarative and interrogative sentences in response to a prompt</p> <p>L.2 Demonstrate conventions of capitalization, punctuation and spelling</p> <p>2a-Capitalize dates and names of people</p> <p>2b- Use end punctuation (period, question mark)</p> <p>2d -Use conventional spelling with common patterns of irregular words</p> <p>2e-Spell untaught words phonetically using phonemic awareness and spelling conventions</p>
<u>Speaking and Listening</u>	<u>Writing</u>
<p>SL.1 Collaborative conversations with diverse partners about grade level topics</p> <p>SL.1a- Follow respectful rules for discussion</p> <p>1b-Build on conversations by responding to comments</p> <p>1c- Ask questions to clarify</p>	<p>W.7-Research writing projects using “how to” books. Write a sequence of instructions on a given topic.</p>

**Second Nine Weeks**

<u>Literature</u>	<u>Informational</u>
<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- Retell stories using key details to understand <i>central message or lesson</i>.</p> <p>L.3- Describe characters, setting, and major events using key details</p> <p>L.6- Identify who is telling the story</p> <p>L.7- Use illustrations and details to describe <i>characters, setting, plot</i></p> <p>L.9-Compare and contrast adventures and experiences of characters</p> <p>L.10- Read <i>prose and poetry</i></p>	<p>RI.1- Ask and answer <i>who, what, where, why and how</i> questions to understand key details</p> <p>RI.2- Identify <i>main topic</i> and <i>key details</i> in a text.</p> <p>RI.4- Clarify meaning of <i>words and phrases</i> in a text.</p> <p>RI.5- Know various text features: <i>headings, table of contents, glossaries, electronic menus, icons</i>) to locate facts in text.</p> <p>RI.6- Distinguish between <i>illustrations and written information</i> in a text.</p> <p>RI.7- Use <i>illustrations and details</i> to describe key ideas.</p> <p>RI.10- Read and comprehend <i>informational texts</i></p>
<u>Foundational Skills</u>	<u>Language Skills</u>
<p>FS.1a Distinguish features in a sentence (<i>capitalization of first word, punctuation at the end</i>)</p> <p>FS.2- In single syllable words:</p> <p>2a- Distinguish between <i>long and short vowel</i> sounds</p> <p>2b. -Orally <i>blend sounds</i> and <i>consonant blends</i></p> <p>2c. - Isolate/pronounce <i>initial, medial vowel, and final sounds</i></p> <p>2d. Segment words into individual sounds</p> <p>FS.3- Phonics and word analysis in <i>single syllable</i> words:</p> <p>3a- Spelling-sound correspondences for consonant digraphs</p> <p>3b- Decode regularly spelled words</p> <p>3c- Final e and <i>vowel teams</i> representing long vowel sounds</p> <p>3d-Every syllable must have a vowel sound to determine the number of syllables in a printed word (two and three syllable words)</p> <p>3f- Read with <i>inflectional endings</i>.</p> <p>3g-Read and recognize <i>irregularly</i> spelled words</p>	<p>L.1c- Use singular and plural nouns with matching verbs</p> <p>1e-Use <i>verbs</i> to convey past, present and future</p> <p>1j- Produce and expand simple <i>declarative, interrogative, imperative, and exclamatory</i> sentences in response to a prompt</p> <p>L.2b- Use <i>end punctuation</i> (exclamation mark)</p> <p>2c- Use <i>commas in dates</i></p> <p>2d –use conventional spelling with common patterns of irregular words</p> <p>L.4a- Use sentence level <i>context</i> to find the meaning of an unknown word or phrase</p> <p>4c-Identify <i>root words</i> and their <i>inflectional forms</i></p>
<u>Speaking and Listening</u>	<u>Writing</u>
<p>SL.2- Ask/answer <i>detail questions</i> from a read aloud text</p> <p>SL.4-Describe people, places, things, and events <i>expressing ideas and feelings</i></p> <p>SL.6- Produce <i>complete sentences</i> appropriately</p>	<p>W.1-Write <i>opinion pieces</i>: topic, statement of opinion, reason for their opinion, and closure</p> <p>W.5-With support, focus on a topic, respond to questions and suggestions. Add <i>details</i> to strengthen writing.</p>

Third Nine Weeks

<u>Literature</u>	<u>Informational</u>
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<p>L.1- Ask and answer who, what, where, why and how questions to demonstrate understanding of key details</p> <p>L.2- Retell stories using key details to understand central message or lesson.</p> <p>L.3- Describe characters, setting, and major events using key details</p> <p>L.4- Identify words and phrases that suggest feelings or appeal to the senses.</p> <p>L.6- Identify who is telling the story</p> <p>L.7- Use illustrations and details to describe characters, setting, plot</p> <p>L.10- Read prose and poetry</p>	<p>RI.1- Ask and answer who, what, where, why and how questions to understand key details</p> <p>RI.3- Describe connection of individuals, events, or ideas in a text</p> <p>RI.5- Know various text features: headings, table of contents, glossaries, electronic menus, icons) to locate facts in text.</p> <p>RI.7- Use illustrations and details to describe key ideas.</p> <p>RI.7- Use illustrations and details to describe key ideas.</p> <p>RI.9- Identify similarities and differences between two texts on same topic.</p> <p>RI.10 Read and comprehend informational texts</p>
<p style="text-align: center;"><u>Foundational Skills</u></p> <p>FS.1a- Distinguish features in a sentence (capitalization of first word, punctuation at the end)</p> <p>FS.2- In single syllable words:</p> <p> 2a- Distinguish between long and short vowel sounds</p> <p> 2b. -Orally blend sounds and consonant blends</p> <p>FS.3- Phonics and word analysis in single syllable words:</p> <p> 3a- Spelling-sound correspondences for consonant digraphs</p> <p> 3b- Decode regularly spelled words</p> <p> 3c- Final e and vowel teams representing long vowel sounds</p> <p> 3d-Every syllable must have a vowel sound to determine the number of syllables in a printed word (two and three syllable words)</p> <p> 3e- Decode two syllable words into syllables using patterns</p> <p> 3g-Read and recognize irregularly spelled words</p> <p>FS.4a Read on-level text with purpose and understanding</p> <p> 4b- Read on level text orally with accuracy, appropriate rate and expression</p> <p> 4c- Use context to confirm/self-correct word recognition and understanding</p>	<p style="text-align: center;"><u>Language Skills</u></p> <p>L.1b- Use possessive nouns</p> <p> 1c- Use singular and plural nouns</p> <p> 1d-Use possessive pronouns</p> <p> 1h-Use determiners</p> <p> 1j- Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to a prompt</p> <p> L. 2c-Use commas to separate single words in a series</p> <p> L.5-Define words by category and by one or more attributes</p> <p> L.6- Use words and phrases to respond to text using conjunctions to signal relationships</p>
<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>SL.3- Ask and answer questions to clarify a topic</p>	<p style="text-align: center;"><u>Writing</u></p> <p>W.2-Write informative/explanatory texts: topic, facts, closure</p> <p>W.8- Recall information from experiences or gather information to answer a question</p>

Fourth Nine Weeks- March 28-June 8

<u>Literature</u>	<u>Informational</u>
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<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- Retell stories using key details to understand <i>central message or lesson</i>.</p> <p>L.3- Describe <i>characters, setting, and major events</i> using key details</p> <p>L.6- Identify who is telling the story</p> <p>L.7- Use <i>illustrations</i> and details to describe <i>characters, setting, plot</i></p> <p>L.10- Read <i>prose and poetry</i></p>	<p>RI.1- Ask and answer <i>who, what, where, why and how</i> questions to understand key details</p> <p>RI.5- Know various text features: <i>headings, table of contents, glossaries, electronic menus, icons</i>) to locate facts in text.</p> <p>RI.7- Use <i>illustrations and details</i> to describe key ideas.</p> <p>RI.8- Identify reason an author gives <i>support points</i> in text</p> <p>RI.10 Read and comprehend <i>informational texts</i></p>
<p style="text-align: center;"><u>Foundational Skills</u></p> <p>FS.1a-Distinguish features in a sentence (<i>capitalization of first word, punctuation at the end</i>)</p> <p>FS.2- In single syllable words:</p> <p style="padding-left: 20px;">2a- Distinguish between <i>long and short vowel</i> sounds</p> <p style="padding-left: 20px;">2b. -Orally <i>blend sounds</i> and <i>consonant blends</i></p> <p>FS.3- Phonics and word analysis in <i>single syllable</i> words</p> <p style="padding-left: 20px;">3b- Decode regularly spelled words</p> <p style="padding-left: 20px;">3c- Final e and <i>vowel teams</i> representing long vowel sounds</p> <p>3d-Every syllable must have a <i>vowel</i> sound to determine the number of syllables in a printed word (two and three syllable words)</p> <p style="padding-left: 20px;">3e- Decode two syllable words into syllables using patterns</p> <p style="padding-left: 20px;">3g-Read and recognize <i>irregularly spelled words</i></p> <p>FS.4-Read with <i>accuracy and fluency</i> to support comprehension</p> <p style="padding-left: 20px;">4a- Read on-level text with purpose and understanding</p>	<p style="text-align: center;"><u>Language Skills</u></p> <p>L.4a- Use sentence level <i>context</i> to find the meaning of an unknown word or phrase</p> <p style="padding-left: 20px;">4b- Use <i>affixes</i> as a clue to the meaning of a word</p> <p>L.5d- Distinguish <i>shades of meaning</i> among <i>verbs and adjectives</i></p>
<p style="text-align: center;"><u>Speaking and Listening</u></p> <p>SL.1a- Follow respectful <i>rules for discussion</i></p> <p>SL.5- Add <i>drawings/displays</i> to descriptions to clarify ideas, thoughts and feelings</p>	<p style="text-align: center;"><u>Writing</u></p> <p>W.3- Write <i>narratives</i>: two or more sequenced events, details, and temporal words to signal event order.</p> <p>W.6- Use <i>digital tools</i> to produce and publish writing</p>