

## 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



<p style="text-align: center;"><b>Literature</b></p> <p>L.1- Ask and answer <b>who, what, where, why and how</b> questions to demonstrate understanding of text Refer to text</p> <p>L.2- Recount stories including <b>fables, folktales, and myths</b> from diverse cultures. Determine <b>central message, lesson, or moral</b></p> <p>L.3- Describe <b>characters (traits, motivation, feelings)</b> and how <b>actions contribute to events</b></p> <p>L.6- Distinguish <b>point of view</b> from the narrator</p> <p>L.7- Explain how <b>illustrations</b> contribute to words in a story (<b>mood, emphasize aspects of character or setting</b>)</p> <p>L.10-Read <b>stories, dramas and poetry</b> independently and proficiently</p>	<p style="text-align: center;"><b>Informational</b></p> <p>RI.1-Ask and answer <b>who, what, where, why and how</b> questions to understand key details</p> <p>RI.2-Determine <b>main idea</b>, recount <b>details</b> and how they support main idea</p> <p>RI.3-Describe relationship between a series of <b>historical events, scientific ideas, or steps in process using text and pertains to time, sequence, and cause/effect</b></p> <p>RI.4- Determine the <b>meaning of words and phrases</b> in text</p> <p>RI.5- Use <b>text features</b> to locate information</p> <p>RI.6-Distinguish own <b>point of view</b> from author</p> <p>RI.7-Use information from <b>illustrations</b> (maps, photographs) <b>and words to demonstrate understanding (where, when, why key events occurred)</b></p> <p>RI.8- Connections between sentences and paragraphs (<b>comparison, cause/effect, sequence</b>)</p> <p>RI.9- <b>Compare/contrast details in two texts</b></p> <p>RI.10- Read and comprehend <b>informational text</b> independently and proficiently</p>
<p style="text-align: center;"><b>Foundational Skills</b></p> <p>RF3.3a-Know meanings of <b>prefixes and suffixes</b></p> <p>3b-Decode words with common <b>Latin suffixes</b></p> <p>3c- Decode <b>multi-syllable words</b></p> <p>3d- <b>Read irregularly spelled words (grade appropriate)</b></p> <p>RF.3.4a-Read text with <b>purpose and understanding</b></p> <p>4b-Read <b>prose and poetry</b> with expression accurately and fluently</p> <p>4c- Use <b>context to self-correct</b></p>	<p style="text-align: center;"><b>Speaking and Listening</b></p> <p>SL. 3.1a-Prepare for <b>discussions</b> about a <b>topic</b></p> <p>1b-<b>Follow rules</b> for discussion</p> <p>1c-<b>Ask questions to check understanding</b>, stay on topic and link comments</p> <p>1d-Explain <b>ideas</b></p> <p>SL.3.2-Determine <b>main idea and details</b> of a read aloud <b>visually, quantitatively, and orally</b></p> <p>SL.3.3-<b>Ask and answer questions</b> from a speaker</p> <p>SL.3.6-Speak in <b>complete sentences</b> to provide <b>detail or clarification</b></p>
<p style="text-align: center;"><b>Language Skills</b></p> <p>3.1a- Understand <b>nouns, pronouns, verbs, adjectives, and adverbs</b></p> <p>1b-Form and use <b>regular and irregular plural nouns</b></p> <p>1c- Use <b>abstract nouns</b></p> <p>1d- Form and use <b>regular and irregular verbs</b></p> <p>1e- Form and use <b>simple verb tenses</b></p> <p>1f- <b>Subject-verb and pronoun-antecedent agreement</b></p> <p>1g- Form and use <b>comparative and superlative adjectives and adverbs</b></p> <p>1h- Use <b>coordinating and subordinating conjunctions</b></p> <p>1i- Produce <b>simple, compound and complex sentences</b></p> <p>L.3.2a-<b>Capitalize words in a title</b></p> <p>2b- Use <b>commas in addresses</b></p> <p>2c-Use <b>commas and quotation marks in dialogue</b></p> <p>2d-<b>Form and use possessives</b></p> <p>2e-Use <b>conventional spelling; add suffixes to base words</b></p> <p>2f- Use <b>spelling patterns</b> in writing words</p> <p>2g- Consult <b>reference</b> materials</p> <p>L.3.3a- Choose <b>words for meaning and effect</b></p> <p>3b- Differences between <b>conventions of spoken and written language</b></p> <p>L.3.4a-Use sentence level <b>context as a clue</b> to a <b>meaning or phrase</b></p> <p>4b- Determine the meaning of new word when an <b>affix</b> is added</p> <p>4c- Use <b>root word</b> as a clue to the <b>meaning</b></p> <p>4d- Use <b>glossaries (dictionaries, digital)</b> for meaning of words or phrases</p> <p>L.5a- Distinguish <b>literal and nonliteral meaning</b> of words in phrases</p> <p>5b-Connections between <b>words and their uses</b></p> <p>5c-Distinguish <b>shades of meaning</b> among related words</p> <p>L.6-Use grade level words and domain specific words; <b>including spatial and temporal words</b></p>	<p style="text-align: center;"><b>Writing</b></p> <p>W.3.3- <b>Write narratives</b> to develop real or imagined events</p> <p>3a-Establish <b>situation, character, narrator and event sequence</b></p> <p>3b- Use <b>dialogue/description</b> of actions, thoughts and feelings to develop events</p> <p>3c- Use <b>temporal words</b> to signal event order</p> <p>3d- Provide <b>closure</b></p> <p>W.3.4-Produce writing in which <b>development and organization</b> appropriate to task</p> <p>W.3.5-Develop writing by <b>planning, revising, and editing</b></p> <p>W.3.6-Use <b>technology</b> to produce and publish writing</p>



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<p style="text-align: center;"><b><u>Literature</u></b></p> <p><b>L.1-</b> Ask and answer <i>who, what, where, why and how</i> questions to demonstrate understanding of text Refer to text</p> <p><b>L.2-</b> Recount stories including <i>fables, folktales, and myths</i> from diverse cultures. Determine <i>central message, lesson, or moral</i></p> <p><b>L.3-</b> Describe <i>characters (traits, motivation, feelings)</i> and how <i>actions contribute to events</i></p> <p><b>L.4-</b> Determine meaning of <i>literal/non-literal words/phrases</i> used in text</p> <p><b>L.6-</b> Distinguish <i>point of view</i> from the narrator</p> <p><b>L.7-</b> Explain how <i>illustrations</i> contribute to words in a story (<i>mood, emphasize aspects of character or setting</i>)</p> <p><b>L.10-</b>Read <i>stories, dramas and poetry</i> independently and proficiently</p>	<p style="text-align: center;"><b><u>Informational</u></b></p> <p><b>RI.1-</b>Ask and answer <i>who, what, where, why and how</i> questions to understand key details</p> <p><b>RI.2-</b>Determine <i>main idea</i>, recount <i>details</i> and how they support main idea</p> <p><b>RI.3-</b>Describe relationship between a series of <i>historical events, scientific ideas, or steps in process using text and pertains to time, sequence, and cause/effect</i></p> <p><b>RI.4-</b> Determine the <i>meaning of words and phrases</i> in text</p> <p><b>RI.5-</b> Use <i>text features</i> to locate information</p> <p><b>RI.6-</b>Distinguish own <i>point of view</i> from author</p> <p><b>RI.7-</b>Use information from <i>illustrations</i> (maps, photographs) <i>and words to demonstrate understanding (where, when, why key events occurred)</i></p> <p><b>RI.8-</b> Connections between sentences and paragraphs (<i>comparison, cause/effect, sequence</i>)</p> <p><b>RI.9- Compare/contrast details in two texts</b></p> <p><b>RI.10-</b> Read and comprehend <i>informational text</i> independently and proficiently</p>
<p style="text-align: center;"><b><u>Foundational Skills</u></b></p> <p><b>RF3.3a-</b>Know meanings of <i>prefixes and suffixes</i></p> <p>    <b>3b-</b>Decode words with common <i>Latin suffixes</i></p> <p>    <b>3c-</b> Decode <i>multi-syllable words</i></p> <p>    <b>3d-</b> Read <i>irregularly spelled words (grade appropriate)</i></p> <p><b>RF.3.4a-</b>Read text with <i>purpose and understanding</i></p> <p>    <b>4b-</b>Read <i>prose and poetry</i> with expression accurately and fluently</p> <p>    <b>4c-</b> Use <i>context to self-correct</i></p>	<p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <p><b>SL. 3.1a-</b>Prepare for <i>discussions</i> about a <i>topic</i></p> <p>    <b>1b-Follow rules</b> for discussion</p> <p>    <b>1c-Ask questions to check understanding</b>, stay on topic and link comments</p> <p>    <b>1d-Explain ideas</b></p> <p><b>SL.3.2-</b>Determine <i>main idea and details</i> of a read aloud <i>visually, quantitatively, and orally</i></p> <p><b>SL.3.3-Ask and answer questions</b> from a speaker</p> <p><b>SL.3.6-Speak in complete sentences</b> to provide <i>detail</i></p>
<p style="text-align: center;"><b><u>Language Skills</u></b></p> <p><b>3.1a-</b> Understand <i>nouns, pronouns, verbs, adjectives, and adverbs</i></p> <p>    <b>1b-</b>Form and use <i>regular and irregular plural nouns</i></p> <p>    <b>1c-</b> Use <i>abstract nouns</i></p> <p>    <b>1d-</b> Form and use <i>regular and irregular verbs</i></p> <p>    <b>1e-</b> Form and use <i>simple verb tenses</i></p> <p>    <b>1f- Subject-verb and pronoun-antecedent agreement</b></p> <p>    <b>1g-</b> Form and use <i>comparative and superlative adjectives and adverbs</i></p> <p>    <b>1h-</b> Use <i>coordinating and subordinating conjunctions</i></p> <p>    <b>1i-</b> Produce <i>simple, compound and complex sentences</i></p> <p><b>L3.2a-Capitalize words in a title</b></p> <p>    <b>2b-</b> Use <i>commas in addresses</i></p> <p>    <b>2c-</b>Use <i>commas and quotation marks in dialogue</i></p> <p>    <b>2d-Form and use possessives</b></p> <p>    <b>2e-</b>Use <i>conventional spelling; add suffixes to base words</i></p> <p>    <b>2f-</b> Use <i>spelling patterns</i> in writing words</p> <p>    <b>2g-</b> Consult <i>reference</i> materials</p> <p><b>L.3.3- Choose words for meaning and effect</b></p> <p><b>L.6-</b>Use grade level words and domain specific words; <i>including spatial and temporal words</i></p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p><b>3.W.1-</b>Write <i>opinion</i> pieces supporting a point of view</p> <p>    <b>1a-</b>Introduce <i>topic, state opinion, list reasons</i></p> <p>    <b>1b-</b> Provide reasons that <i>support opinion</i></p> <p>    <b>1c-</b>Use <i>linking words and phrases</i></p> <p>    <b>1d-</b>Providing <i>concluding statement</i></p> <p><b>W.2-</b>Write <i>informative/explanatory</i> texts</p> <p><b>W.2a-Introduce topics</b>, group information together, include illustrations</p> <p>    <b>2b-</b>Develop topic with <i>facts, definitions, and details</i></p> <p>    <b>2c-</b>Use <i>linking words</i></p> <p>    <b>2d-</b>Provide <i>concluding statement</i></p> <p><b>W.3.3- Write narratives</b> to develop real or imagined events</p> <p>    <b>3a-</b>Establish <i>situation, character, narrator and event sequence</i></p> <p>    <b>3b-</b> Use <i>dialogue/description</i> of actions, thoughts and feelings to develop events</p> <p>    <b>3c-</b> Use <i>temporal words</i> to signal event order</p> <p>    <b>3d-</b> Provide <i>closure</i></p> <p><b>W.3.4-</b>Produce writing in which <i>development and organization</i> appropriate to task</p> <p><b>W.3.5-</b>Develop writing by <i>planning, revising, and editing</i></p> <p><b>W.3.6-</b>Use <i>technology</i> to produce and publish writing</p>