

Wilson County Schools



Second Grade Curriculum Framework

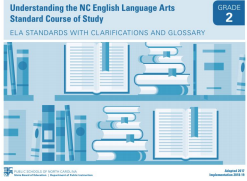
English Language Arts

2018-2019



Scan code to view 2nd grade progressions and resources!

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Curriculum Framework for NCSCoS by Quarter
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District Expectations		
mClass Reading 3D	All K-3 teachers	<u>Reading 3D Benchmark Guidelines</u> <u>Read to Achieve Livebinder</u> <u>NC Written Response to Text</u>
90 Minute Reading Block	All K-5 teachers	<u>ELA Plan Example</u> <u>Planning for 90 minute Literacy Block</u> <u>Blank Planning Template</u> <u>Guided Reading Plan Templates</u>
Learning Focused	All K-5 teachers	<u>Lesson Plan Template</u> <u>Lesson Plan w/ Examples</u> <u>LF Online</u>
Writing Plan for all Content Areas	All K-5 teachers	<u>WCS Writing Plan</u>
Balanced Literacy	All K-5 teachers	<u>Balanced Literacy (see WCS BL Framework)</u>
90 Minute Math Block (Guided Math)	All K-5 teachers	<u>Quick overview of Guided Math</u>
Student Portfolios	All K-5 teachers	<u>K-3 Portfolio Cover</u>
Standards Based Report Cards	K-2 teachers	<u>SBRC Information</u>
Second Grade NCSCoS		<u>2nd Grade NCSCoS</u> 



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Readiness - First 20 Days		
Prepare environment for Balanced Literacy (see WCS BL Framework)	Design schedule and set-up classroom Sample Daily Schedule	
Teach Behavior Expectations	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for whole group, small group, centers (Reading & Math)	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for writer's workshop	Teach routines, rules and procedures	Teacher models and students role-play
Administer the Beginning of the Year (BOY) Reading 3D benchmark assessment	Administer one on one with each child.	

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
BOLD standards will be assessed on report card. Standard link will take you to resources.			
Priority - RL.1 , RL.2 , RL.3 , RL.5 , RL.7 , W.3 , SL.1-4 , L.1-6 , RF.2 , RF.4-5 Supporting - W.6 Text Complexity - RL.10	Priority - RI.1 , RI.2 , RI.3 , RI.5 , RI.6 , RI.7 , W.2 , SL.1-4 L.1-6 , RF.2 , RF.4-5 Supporting - RI.4, W.4, W.5, W.6 Text Complexity - RI.10	Priority - RL.2 , RL.3 , RL.4 , RL.6 , RL.9 , RI.4 , RI.6 , RI.8 , RI.9 , W.1 , SL.5 , L.1-6 Supporting - All others Text Complexity - RL.10 , RI.10	Priority - Review all standards as needed. Review standards as needed. Text Complexity - RL.10 , RI.10
Reading Foundational Skills should be taught across all quarters until mastered. Language Standards are supporting standards during writing workshop.			

BLUE - link to more information, **RED** - Assessment alignment and standards information

GREEN - Additional information, **PURPLE** - Scaffolded standard - progresses across quarters



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1st Quarter

READING LITERATURE

Strand & Cluster	Standards
Reading Literature:	Reading Literature should be the major focus during the 1st NWs. Teachers may use informational texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should understand literary story elements such as characters, setting, sequence (B, M, E), problem, solution, etc. Students should understand literary text is linear.
Key Ideas and Details	<p>RL.2.1 -Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 - Describe how characters in a story respond to major events and challenges.</p>
Craft & Structure	RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.
Integration of Knowledge and Ideas	RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Level of Text Complexity Level K Lexile 500-600	<p>RL.2.10 - By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z. Reading Behaviors Checklist by Level Independent Sustained Reading Guide</p>
WRITING	



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<p>Writing:</p>	<p>Use quality fiction as read alouds and as mentor texts for writing. Expect students to use the same craft and structure authors use. Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</p>
<p>Text Types and Purposes</p> <p>Link for narrative writing lessons. Narrative Task - October 8-12, 2018</p>	<p>W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transitions words to signal event order, and provide a sense of closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.2.6 - Recall information from experiences or gather information from provided sources to answer a question. (mClass Written Comprehension)</p>
<p>SPEAKING & LISTENING</p>	
<p>Speaking & Listening: Comprehension and Collaboration</p>	<p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p>Presentation of Knowledge and Ideas</p>	<p>SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.</p>



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LANGUAGE

Language:
Conventions of Standard
English

[Language Continuum
Guide](#)

L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.

- a. Subject/Verb Agreement
 - Ensure subject/ verb agreement
- b. Nouns
 - Explain the function of nouns
 - Use collective nouns (such as group)
 - Form and use frequently occurring regular and irregular plural nouns
- c. Verbs
 - Explain the function of verbs
 - Form and use past tense of frequently occurring irregular verbs
 - Form and use regular and irregular verbs
 - Form and use simple verb tenses
 - Form and use the perfect verb tenses
 - Convey sense of various times, sequences
 - Recognize inappropriate shifts in verb tense
- d. Adjectives
 - Explain the function of adjectives
 - Accurately choose which to use - adjective or adverb
- e. Conjunctions
 - Explain the function of conjunctions
 - Use coordinating and subordinating conjunctions
- f. Adverbs
 - Accurately choose which to use - adjective or adverb
 - Explain the function of adverbs
 - Form and use comparative adverbs
- g. Sentences
 - Produce, expand, and rearrange simple and compound sentences
- h. Prepositions
 - Explain the function of prepositions
- i. Pronouns
 - Explain the function of pronouns.
 - Continue to use personal, possessive, and indefinite pronouns



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	<ul style="list-style-type: none"> ○ Use reflexive pronouns j. Determiners <ul style="list-style-type: none"> ○ Correctly use a, an, and the k. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use common homophones l. Interjections <ul style="list-style-type: none"> ○ Explain the function of and use interjections
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <ul style="list-style-type: none"> a. Capitalization <ul style="list-style-type: none"> ○ Capitalize holidays ○ Capitalize product names ○ Capitalize geographic names ○ Capitalize appropriate words in titles ○ Use correct capitalization b. Punctuation <ul style="list-style-type: none"> ○ Use commas to separate single words in a series ○ Use commas in greetings and closings of letters ○ Use an apostrophe to form contractions ○ Use an apostrophe to form frequently occurring possessives ○ Use commas in addresses ○ Use commas in dialogue ○ Form and use possessives ○ Use quotation marks in dialogue c. Spelling <ul style="list-style-type: none"> ○ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ○ Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words d. References <ul style="list-style-type: none"> ○ Consult reference materials as needed to check and correct spellings
<p>Language: Knowledge of Language</p>	<p>L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>



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	a. Compare formal and informal uses of English.
Language: Vocabulary Acquisition and Use	<p>L.2.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.2.5 - Demonstrate understanding of nuances in word meanings.</p> <p>a. Distinguish shades of meaning among closely related verbs and closely related adjectives.</p> <p>L.2.6 - Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	RF.2.2 - Print all upper- and lowercase letters legibly and proportionally.
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills: Phonics and Word Recognition	<p>RF.2.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>
Foundational Skills: Fluency	<p>RF.2.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>



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LEVEL K Lexile 500-600	<p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>
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2nd Quarter

READING INFORMATION

Strand & Cluster	Standards
Reading Information:	Reading Informational texts should be the major focus during the 2nd NWs. Teachers may use fiction texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should be exposed to both text features and text structures. Students should understand informational text is nonlinear and can be read based on the information the reader is seeking.
Key Ideas and Details	<p>RI.2.1 - Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
Craft & Structure	<p>RI.2.4 - Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5 - Know and use various text features to locate key facts or information in a text efficiently.</p> <p>RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
Integration of Knowledge and Ideas	RI.2.7 - Explain how specific images contribute to and clarify a text.
Level of Text Complexity	RI.2.10 - By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.



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<p>Level L</p> <p>Lexile 600-700</p>	<p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z. Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
<p>Text Types and Purposes</p> <p>Link for Information Writing Lessons</p> <p>Informative Task - February 1-28, 2019</p>	<p>W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
Production and Distribution of Writing	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.2.4 - With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.2.5 - Participate in shared research and writing projects .</p> <p>W.2.6 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>(mClass Written Comprehension)</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	<p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>



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	<p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Presentation of Knowledge and Ideas	Review SL.2.4
LANGUAGE	
<p>Language: Conventions of Standard English</p> <p>Language Continuum Guide</p>	<p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <ul style="list-style-type: none"> m. Subject/Verb Agreement <ul style="list-style-type: none"> ○ Ensure subject/ verb agreement n. Nouns <ul style="list-style-type: none"> ○ Explain the function of nouns ○ Use collective nouns (such as group) ○ Form and use frequently occurring regular and irregular plural nouns o. Verbs <ul style="list-style-type: none"> ○ Explain the function of verbs ○ Form and use past tense of frequently occurring irregular verbs ○ Form and use regular and irregular verbs ○ Form and use simple verb tenses ○ Form and use the perfect verb tenses ○ Convey sense of various times, sequences ○ Recognize inappropriate shifts in verb tense p. Adjectives <ul style="list-style-type: none"> ○ Explain the function of adjectives ○ Accurately choose which to use - adjective or adverb q. Conjunctions <ul style="list-style-type: none"> ○ Explain the function of conjunctions ○ Use coordinating and subordinating conjunctions



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	<ul style="list-style-type: none"> r. Adverbs <ul style="list-style-type: none"> ○ Accurately choose which to use - adjective or adverb ○ Explain the function of adverbs ○ Form and use comparative adverbs s. Sentences <ul style="list-style-type: none"> ○ Produce, expand, and rearrange simple and compound sentences t. Prepositions <ul style="list-style-type: none"> ○ Explain the function of prepositions u. Pronouns <ul style="list-style-type: none"> ○ Explain the function of pronouns. ○ Continue to use personal, possessive, and indefinite pronouns ○ Use reflexive pronouns v. Determiners <ul style="list-style-type: none"> ○ Correctly use a, an, and the w. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use common homophones x. Interjections <ul style="list-style-type: none"> ○ Explain the function of and use interjections
<p>Language: Conventions of Standard English</p> <p><u>Language Continuum Guide</u></p>	<p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <ul style="list-style-type: none"> e. Capitalization <ul style="list-style-type: none"> ○ Capitalize holidays ○ Capitalize product names ○ Capitalize geographic names ○ Capitalize appropriate words in titles ○ Use correct capitalization f. Punctuation <ul style="list-style-type: none"> ○ Use commas to separate single words in a series ○ Use commas in greetings and closings of letters ○ Use an apostrophe to form contractions ○ Use an apostrophe to form frequently occurring possessives ○ Use commas in addresses ○ Use commas in dialogue ○ Form and use possessives



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	<ul style="list-style-type: none"> ○ Use quotation marks in dialogue g. Spelling <ul style="list-style-type: none"> ○ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ○ Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words h. References <ul style="list-style-type: none"> ○ Consult reference materials as needed to check and correct spellings
Language: Knowledge of Language	L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare formal and informal uses of English.
Language: Vocabulary Acquisition and Use	L.2.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. L.2.5 - Demonstrate understanding of nuances in word meanings. a. Distinguish shades of meaning among closely related verbs and closely related adjectives. L.2.6 - Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	Continue to practice handwriting with students who need intervention.
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students



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<p>Foundational Skills: Phonics and Word Recognition See WCS Phonemic Awareness and Phonics Scope & Sequence</p>	<p>RF.2.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. f. Recognize and read grade-appropriate irregularly spelled words.
<p>Foundational Skills: Fluency</p> <p>LEVEL L Lexile 600-700</p>	<p>RF.2.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>



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3rd Quarter

READING LITERATURE & INFORMATION

Strand & Cluster	Standards
Key Ideas and Details	<p>RL.2.1 - Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 - Describe how characters in a story respond to major events and challenges.</p> <hr/> <p>RI.2.1 - Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
Craft & Structure	<p>RL.2.4 - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</p> <hr/> <p>RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 - Know and use various text features to locate key facts or information in a text efficiently.</p> <p>RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
Integration of Knowledge and Ideas	<p>RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9 - Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <hr/> <p>RI.2.7 - Explain how specific images contribute to and clarify a text.</p>



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	<p>RI.2.8 - Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.</p>
<p>Level of Text Complexity</p> <p>Level M</p> <p>Lexile 700-800</p>	<p>RL.2.10 - By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.2.10 - By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>Independent Sustained Reading Guide</p>
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
<p>Text Types and Purposes</p> <p>Link to opinion lessons</p> <p>Opinion Task - April 29-May 3, 2019</p>	<p>W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p>Production and Distribution of Writing</p>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>W.2.5 - Participate in shared research and writing projects .</p> <p>W.2.6 - Recall information from experiences or gather information from provided sources to answer a question.</p> <p>(mClass Written Comprehension)</p>



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SPEAKING & LISTENING

Speaking & Listening: Comprehension and Collaboration	SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
Presentation of Knowledge and Ideas	SL.2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE

Language: Conventions of Standard English <u>Language Continuum Guide</u>	L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. y. Subject/Verb Agreement <ul style="list-style-type: none"> ○ Ensure subject/ verb agreement z. Nouns <ul style="list-style-type: none"> ○ Explain the function of nouns ○ Use collective nouns (such as group) ○ Form and use frequently occurring regular and irregular plural nouns aa. Verbs <ul style="list-style-type: none"> ○ Explain the function of verbs ○ Form and use past tense of frequently occurring irregular verbs ○ Form and use regular and irregular verbs ○ Form and use simple verb tenses ○ Form and use the perfect verb tenses ○ Convey sense of various times, sequences ○ Recognize inappropriate shifts in verb tense bb. Adjectives <ul style="list-style-type: none"> ○ Explain the function of adjectives ○ Accurately choose which to use - adjective or adverb cc. Conjunctions <ul style="list-style-type: none"> ○ Explain the function of conjunctions ○ Use coordinating and subordinating conjunctions dd. Adverbs
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	<ul style="list-style-type: none"> ○ Accurately choose which to use - adjective or adverb ○ Explain the function of adverbs ○ Form and use comparative adverbs ee. Sentences <ul style="list-style-type: none"> ○ Produce, expand, and rearrange simple and compound sentences ff. Prepositions <ul style="list-style-type: none"> ○ Explain the function of prepositions gg. Pronouns <ul style="list-style-type: none"> ○ Explain the function of pronouns. ○ Continue to use personal, possessive, and indefinite pronouns ○ Use reflexive pronouns hh. Determiners <ul style="list-style-type: none"> ○ Correctly use a, an, and the ii. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use common homophones jj. Interjections <ul style="list-style-type: none"> ○ Explain the function of and use interjections
<p>Language: Conventions of Standard English</p> <p><u>Language Continuum Guide</u></p>	<p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <ul style="list-style-type: none"> i. Capitalization <ul style="list-style-type: none"> ○ Capitalize holidays ○ Capitalize product names ○ Capitalize geographic names ○ Capitalize appropriate words in titles ○ Use correct capitalization j. Punctuation <ul style="list-style-type: none"> ○ Use commas to separate single words in a series ○ Use commas in greetings and closings of letters ○ Use an apostrophe to form contractions ○ Use an apostrophe to form frequently occurring possessives ○ Use commas in addresses ○ Use commas in dialogue ○ Form and use possessives ○ Use quotation marks in dialogue



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	<ul style="list-style-type: none"> k. Spelling <ul style="list-style-type: none"> ○ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ○ Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words l. References <ul style="list-style-type: none"> ○ Consult reference materials as needed to check and correct spellings
Language: Knowledge of Language	<p>L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> c. Compare formal and informal uses of English.
Language: Vocabulary Acquisition and Use	<p>L.2.4 - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.2.5 - Demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish shades of meaning among closely related verbs and closely related adjectives. <p>L.2.6 - Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
READING FOUNDATIONAL SKILLS	
Foundational Skills: Print Concepts	Refer back to K-1 standards at-risk students
Foundational Skills: Handwriting	Continue to practice handwriting with students who need intervention.
Foundational Skills: Phonological Awareness	Refer back to K-1 standards at-risk students
Foundational Skills:	<p>RF.2.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words.



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<p>Phonics and Word Recognition</p> <p>See WCS Phonemic Awareness and Phonics Scope & Sequence</p>	<p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
<p>Foundational Skills: Fluency</p> <p>LEVEL M</p> <p>Lexile 700-800</p>	<p>RF.2.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>



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4th Quarter	
READING LITERATURE & INFORMATION	
Strand & Cluster	Standards
Reading:	
Key Ideas and Details	Review RL/RI standards 1-3 as needed.
Craft & Structure	Review RL/RI standards 4-6 as needed.
Integration of Knowledge and Ideas	Review RL/RI standards 7-9 as needed.
Level of Text Complexity Level N Lexile 800-900	<p>RL.2.10 - By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>RI.2.10 - By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans Reading Behaviors by LEVELS, Reading Descriptors for Levels A-Z, Reading Behaviors Checklist by Level Independent Sustained Reading Guide</p>
WRITING	
Writing:	Narrative Mentor Texts , Informational Mentor Texts , Persuasive Mentor Texts
Text Types and Purposes	Review Narrative, Information, and Opinion



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Production and Distribution of Writing	<p style="background-color: #00FF00; padding: 2px;">Media Specialists can help address these standards through collaborative research/writing projects.</p> <p>Review Standards 4-6</p>
SPEAKING & LISTENING	
Speaking & Listening: Comprehension and Collaboration	Review Standards 1-3
Presentation of Knowledge and Ideas	Review Standards 4-5
LANGUAGE	
Language: Conventions of Standard English Language Continuum Guide	<p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum.</p> <ul style="list-style-type: none"> kk. Subject/Verb Agreement <ul style="list-style-type: none"> ○ Ensure subject/ verb agreement ll. Nouns <ul style="list-style-type: none"> ○ Explain the function of nouns ○ Use collective nouns (such as group) ○ Form and use frequently occurring regular and irregular plural nouns mm. Verbs <ul style="list-style-type: none"> ○ Explain the function of verbs ○ Form and use past tense of frequently occurring irregular verbs ○ Form and use regular and irregular verbs ○ Form and use simple verb tenses ○ Form and use the perfect verb tenses ○ Convey sense of various times, sequences ○ Recognize inappropriate shifts in verb tense nn. Adjectives <ul style="list-style-type: none"> ○ Explain the function of adjectives ○ Accurately choose which to use - adjective or adverb



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	<ul style="list-style-type: none"> oo. Conjunctions <ul style="list-style-type: none"> ○ Explain the function of conjunctions ○ Use coordinating and subordinating conjunctions pp. Adverbs <ul style="list-style-type: none"> ○ Accurately choose which to use - adjective or adverb ○ Explain the function of adverbs ○ Form and use comparative adverbs qq. Sentences <ul style="list-style-type: none"> ○ Produce, expand, and rearrange simple and compound sentences rr. Prepositions <ul style="list-style-type: none"> ○ Explain the function of prepositions ss. Pronouns <ul style="list-style-type: none"> ○ Explain the function of pronouns. ○ Continue to use personal, possessive, and indefinite pronouns ○ Use reflexive pronouns tt. Determiners <ul style="list-style-type: none"> ○ Correctly use a, an, and the uu. Commonly Confused Words <ul style="list-style-type: none"> ○ Correctly use common homophones vv. Interjections <ul style="list-style-type: none"> ○ Explain the function of and use interjections
<p>Language: Conventions of Standard English</p> <p><u>Language Continuum Guide</u></p>	<p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum.</p> <ul style="list-style-type: none"> a. Capitalization <ul style="list-style-type: none"> ○ Capitalize holidays ○ Capitalize product names ○ Capitalize geographic names ○ Capitalize appropriate words in titles ○ Use correct capitalization b. Punctuation <ul style="list-style-type: none"> ○ Use commas to separate single words in a series ○ Use commas in greetings and closings of letters ○ Use an apostrophe to form contractions ○ Use an apostrophe to form frequently occurring possessives



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	<ul style="list-style-type: none"> ○ Use commas in addresses ○ Use commas in dialogue ○ Form and use possessives ○ Use quotation marks in dialogue c. Spelling <ul style="list-style-type: none"> ○ Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ○ Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words d. References <ul style="list-style-type: none"> ○ Consult reference materials as needed to check and correct spellings
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<p>Foundational Skills: Phonics and Word Recognition See WCS Phonemic Awareness and Phonics Scope & Sequence</p>	<p>RF.2.4 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
<p>Foundational Skills: Fluency</p> <p>LEVEL N Lexile 800-900</p>	<p>RF.2.5 - Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</p>

