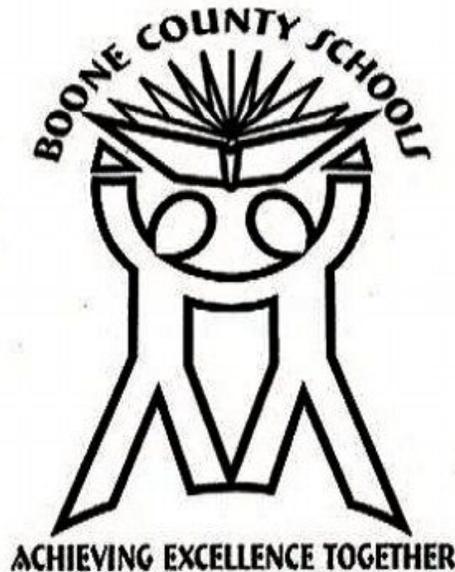


Second Reading and Writing Units of Instruction 2019-2020



Grade 2 Reading and Writing



Priority Standards and
Instructional Unit 1

2nd Grade Reading and Writing Unit 1:

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.
 a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Priority Standard

2.RF.4-Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
 a. Read grade-level text with purpose and understanding.

Supporting Standard

Reading Literature

2.RL.1-Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

2.RL.2-Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.

Priority Standard

<p>2.RL.7- Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.</p>	<p>Supporting Standard</p>
<p>Language</p>	
<p>2.L.1- In writing or speaking, demonstrate appropriate use of: f. producing, expanding and rearranging complete simple and compound sentences.</p>	<p>Supporting Standard</p>
<p>2.L.2-When writing: d. Generalize spelling patterns.</p>	<p>Priority Standard</p>
<p>2.L.2-When writing: e. Use reference materials to self-check and correct spelling.</p>	<p>Priority Standard</p>
<p>2.L.4-Determine 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Priority Standard</p>
<p>2.L.4-Determine 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. d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<p>Priority Standard</p>
<p>2.L.3-Use knowledge and its conventions when writing, speaking, reading, listening.</p>	<p>Supporting Standard</p>

<p>a. Compare formal and informal uses of English.</p>	
<p>2. L. 5- Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	Supporting Standard
<p>Composition (Introduction of each mode during LAUNCH of Writer’s Workshop)</p>	
<p>2.C.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>	Priority Standard
<p>2.C.2-Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>	Priority Standard
<p>2.C.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>	Priority Standard
<p>2.C.6- Collect information from real-world experiences or provided sources to</p>	Supporting

answer or generate questions.	Standard
Handwriting	
2.HW.1- Introduce formation of all upper- and lowercase cursive letters.	Supporting Standard

Grade 2 Reading and Writing



Priority Standards and
Instructional Unit 2

**2nd Grade Reading and Writing
Unit: 2**

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.
 b. Know spelling-sound correspondences for additional common vowel teams.

Priority Standard

2.RF.4-Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
 b. Orally read grade-level text fluently on successive readings.

Supporting Standard

Reading Informational

2.RI.1-Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

2.RI.2- Identify implicit and explicit information from a summary to determine the central idea of a text.

Priority Standard

Language	
2.L.1- In writing or speaking, demonstrate appropriate use of: b.frequently occurring irregular nouns.	Supporting Standard
2.L.1- In writing or speaking, demonstrate appropriate use of: f. producing, expanding and rearranging complete simple and compound sentences.	Supporting Standard
2.L.2- When writing: e. Use reference materials to self-check and correct spelling.	Priority Standard
2.L.4- When writing: a. Use sentence-level context as a clue to the meaning of a word or phrase.	Priority Standard
2.L.1- In writing or speaking, demonstrate appropriate use of: a. collective nouns.	Supporting Standard
2.L.3-Use knowledge and its conventions when writing, speaking, reading, listening. a. Compare formal and informal uses of English.	Supporting Standard
2. L. 5- Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms.	Supporting Standard
Composition (Introduction of each mode during LAUNCH of Writer's Workshop)	

<p>2.C.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts , with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>	<p>Priority Standard</p>
<p>2.C.2-Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>	<p>Priority Standard</p>
<p>2.C.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p>	<p>Priority Standard</p>
<p>2.C.6- Collect information from real-world experiences or provided sources to answer or generate questions.</p>	<p>Supporting Standard</p>
<p>Handwriting</p>	
<p>2.HW.1- Introduce formation of all upper- and lowercase cursive letters.</p>	<p>Supporting Standard</p>

Grade 2 Reading and Writing



Priority Standards and
Instructional Unit 3

**2nd Grade Reading and Writing
Unit: 3**

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.
C. Decode regularly spelled two-syllable words with long vowels.

Priority Standard

2.RF.4- Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Reading Literature

2.RL.1-Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

2.RL.5-Describe how parts of the text contribute to the overall structure of poems, stories, and dramas, including but not limited to linear, non-linear and circular structures.

Priority Standard

<p>2.RL.2-Identify implicit and explicit information from a summary to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.</p>	<p>Priority Standard</p>
<p>2.RL.6- With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.</p>	<p>Supporting Standard</p>
<p>Language</p>	
<p>2.L.1-In writing or speaking, demonstrate appropriate use of: c. reflexive pronouns.</p>	<p>Supporting Standard</p>
<p>2.L.1-In writing or speaking, demonstrate appropriate use of: f. producing, expanding and rearranging complete simple and compound sentences.</p>	<p>Supporting Standard</p>
<p>2.L.2-When writing: a. capitalize proper nouns, including but not limited to holidays, product names and geographic names.</p>	<p>Priority Standard</p>
<p>2.L.2-When writing: e. use reference materials to self-check and correct spelling.</p>	<p>Priority Standard</p>
<p>2.L.4-Determine 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.</p>	<p>Priority Standard</p>

<p>a. use sentence-level context as a clue to the meaning of a word or phrase.</p>	
<p>2.L.3-Use knowledge and its conventions when writing, speaking, reading, listening. a. Compare formal and informal uses of English.</p>	Supporting Standard
<p>2. L. 5- Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	Supporting Standard
<p>Composition - Opinion (Quarters 2 and 3 - plan standards A-F based on pre-assessment)</p>	
<p>2.C.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section.</p>	Priority Standards

f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing	
2.C.6- Collect information from real-world experiences or provided sources to answer or generate questions.	Supporting Standard
Handwriting	
2.HW.1- Introduce formation of all upper- and lowercase cursive letters.	Supporting Standard

Grade 2 Reading and Writing



Priority Standards and
Instructional Unit 4

2nd Grade Reading and Writing
Unit: 4

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.
c. Decode regularly spelled two-syllable words with long vowels.

Priority Standard

2.RF.4- Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting Standard

Reading Informational

2.RI.1-Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

2.RI.6-Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.

Priority Standard

<p>2.RI.4- Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.</p>	Supporting Standard
<p>2.RI.8- Describe how reasons support specific claims the author makes in a text.</p>	Supporting Standard
<p>Language</p>	
<p>2.L.1-In writing or speaking, demonstrate appropriate use of: f. producing, expanding and rearranging complete simple and compound sentences.</p>	Supporting Standard
<p>2.L.2-When writing: e. use reference materials to self-check and correct spelling.</p>	Priority Standard
<p>2.L.4-Determine 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. a. use sentence-level context as a clue to the meaning of a word or phrase.</p>	Priority Standard
<p>2.L.3-Use knowledge and its conventions when writing, speaking, reading, listening. a. Compare formal and informal uses of English.</p>	Supporting Standard
<p>2. L. 5- Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	Supporting Standard
<p>Composition - Informative/Explanatory (Quarters 2 and 4 - plan standards A-G based</p>	

on pre-assessment)	
<p>2.C.2-Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	Priority Standards
<p>2.C.5-Conduct shared research and writing projects that build knowledge about a topic.</p>	Priority Standard
<p>2.C.6- Collect information from real-world experiences or provided sources to answer or generate questions.</p>	Supporting Standard
Handwriting	
<p>2.HW.1- Introduce formation of all upper- and lowercase cursive letters.</p>	Supporting Standard

Grade 2 Reading and Writing



Priority Standards and
Instructional Unit 5

**2nd Grade Reading and Writing
Unit: 5**

**This unit is designed to...	
**Priority Standards will be summatively assessed throughout Quarter 2. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.	
Foundational Skill	
2.RF.3- Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels.	Priority Standard
Reading Literature	
2.RL.1- Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	Priority Standard
2.RL.3- Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	Priority Standard
2.RL.4- Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.	Support Standard
2.RL.9- Compare/contrast two or more versions of the same story by different authors or from different cultures.	Supporting Standard

<p>2.RL.10- By the end of the year, flexibly use a variety of comprehension strategies (i.e. questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	Supporting Standard
<p>Language</p>	
<p>2.L.1-In writing or speaking, demonstrate appropriate use of: f. producing, expanding and rearranging complete simple and compound sentences.</p>	Supporting Standard
<p>2.L.2- When writing: c. Use apostrophe to form contractions and possessives.</p>	Priority Standard
<p>2.L.2- When writing: e. Use reference materials to self-check and correct spelling.</p>	Priority Standard
<p>2.L.4- Determine 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	Priority Standard
<p>2.L.3-Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.</p>	Supporting Standard
<p>2.L.5-Demonstrate understanding of word relationships and nuances in word</p>	Supporting Standard

<p>meanings.</p> <p>a. Demonstrate understand of word by relating them to their synonyms and antonyms.</p>	
<p>Composition - Opinion (Quarters 2 and 3 - plan standards A-F based on pre-assessment)</p>	
<p>2.C.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p>c. Provide reasons with details to support the opinion.</p> <p>d. Use grade-appropriate transitions</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Priority Standards</p>
<p>2.C.6- Collect information from real-world experiences or provided sources to answer or generate questions.</p>	<p>Supporting Standard</p>
<p>Handwriting</p>	
<p>2.HW.1- Introduce formation of all upper- and lowercase cursive letters.</p>	<p>Supporting Standard</p>

Grade 2 Reading and Writing



Priority Standards and
Instructional Unit 6

**2nd Grade Reading and Writing
Unit: 6**

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.
 b. Know spelling-sound correspondences for additional common vowel teams.

Priority
Standard

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.
 f. Recognize and read grade-appropriate irregularly spelled words

Priority
Standard

Reading Informational

2.RI.1-Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.

Priority
Standard

2.RI.2- Identify implicit and explicit information from a summary to determine the central idea of a text.

Priority
Standard

2.RI.7-Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text

Priority
Standard

<p>2.RI.5- Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</p>	<p>Supporting Standard</p>
<p>Language</p>	
<p>2.L.1-In writing or speaking, demonstrate appropriate use of: e. adjectives and adverbs in sentence formation.</p>	<p>Supporting Standard</p>
<p>2.L.1-In writing or speaking, demonstrate appropriate use of: f. producing, explaining and rearranging complete simple and compound sentences.</p>	<p>Supporting Standard</p>
<p>2.L.2-When writing: e. Use reference materials to self-check and correct spelling.</p>	<p>Priority Standard</p>
<p>2.L.4- Determine 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Priority Standard</p>
<p>2.L.4- Determine 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. f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe.</p>	<p>Priority Standard</p>
<p>2.L.3- Use knowledge of language and its conventions when writing, speaking,</p>	<p>Supporting</p>

<p>reading or listening.</p> <p>a. Compare formal and informal uses of English</p>	Standards
<p>2.L.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	Supporting Standards
<p>2.L.5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g. thin, slender).</p>	Supporting Standards
<p>Composition-Narratives (Quarters 3 and 4 - plan standards A-F based on pre-assessment)</p>	
<p>2.C.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing</p>	Priority Standards

2.C.6- Collect information from real-world experiences or provided sources to answer or generate questions.	Supporting Standard
Handwriting	
2.HW.1- Introduce formation of all upper- and lowercase cursive letters.	Supporting Standard

Grade 2 Reading and Writing



Priority Standards and
Instructional Unit 7

**2nd Grade Reading and Writing
Unit: 7**

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**

Foundational Skill

2.RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.
 d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.

Priority Standard

Reading Informational

2.RI.1-Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

Priority Standard

2.RI.9-Describe the relationship between information from two or more texts on the same theme or topic.

Priority Standard

2.RI.3-Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

Supporting Standard

2.RI.10-By the end of the year, flexibly use a variety of comprehension

Supporting

strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	Standard
Language	
2.L.1 -In writing or speaking, demonstrate appropriate use of: f. producing, expanding and rearranging complete simple and compound sentences.	Supporting Standard
2.L.2 -When writing: e. Use reference materials to self-check and correct spelling.	Priority Standard
2.L.4 - Determine 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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root.	Priority Standard
2.L.2 -When writing: b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).	Supporting Standard
2.L.3 -Use knowledge and its conventions when writing, speaking, reading,	Supporting

<p>listening.</p> <p>a. Compare formal and informal uses of English.</p>	Standard
<p>2. L. 5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	Supporting Standard
<p>Composition - Informative (Quarters 2 and 4 - plan standards A-G based on pre-assessment)</p>	
<p>2.C.2-Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. . Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	Priority Standards

2.C.5- Conduct shared research and writing projects that build knowledge about a topic.	Priority Standard
2.C.6- Collect information from real-world experiences or provided sources to answer or generate questions.	Supporting Standard
Handwriting	
2.HW.1- Introduce formation of all upper- and lowercase cursive letters.	Supporting Standard

Grade 2 Reading and Writing



Priority Standards and
Instructional Unit 8

**2nd Grade Reading and Writing
Unit: 8**

**This unit is designed to...	
**Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.	
Foundational Skill	
2.RF.3 -Know and apply grade-level phonics and word analysis skills in decoding words. e. identify words with inconsistent but common spelling-sound correspondences.	Priority Standard
Reading Literature	
2.RL.1 -Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	Priority Standard
2.RL.2 -Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	Priority Standard
Language	
2.L.1 -In writing or speaking, demonstrate appropriate use of:	Supporting

<p>d. past tense of frequently occurring irregular verbs.</p>	Standard
<p>2.L.1-In writing or speaking, demonstrate appropriate use of: f. producing, expanding and rearranging complete simple and compound sentences.</p>	Supporting Standard
<p>2.L.2-When writing: e. use reference materials to self-check and correct spelling.</p>	Priority Standard
<p>2.L.4-Determine 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	Priority Standard
<p>2.L.3-Use knowledge and its conventions when writing, speaking, reading, listening. a. Compare formal and informal uses of English.</p>	Supporting Standard
<p>2.L.4- Determine 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. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>	Supporting Standard
<p>2. L. 5- Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>	Supporting Standard

Composition - Narratives (Quarters 3 and 4 - plan standards A-F based on pre-assessment)

2.C.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Priority Standards

2.C.6- Collect information from real-world experiences or provided sources to answer or generate questions.

Supporting Standard

Handwriting

2.HW.1- Introduce formation of all upper- and lowercase cursive letters.

Supporting Standard