Thoughtful and effective planning throughout the school year is crucial for student mastery of standards. Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year (e.g., explicit instruction, learning centers, IXL, ScootPad, etc.).

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<thead>
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<td>RL 2.7-Use information gained from the illustrations and words in a print or digital text to demonstrate</td>
<td>RL.2.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe</td>
<td>Writing</td>
<td>L.2.1c-Use reflexive pronouns (e.g., myself, ourselves).</td>
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<td></td>
<td>RI 2.9-Compare and contrast the most important points presented by two texts on the same topic.</td>
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<td>L.2.3a-Compare formal and informal uses of English.</td>
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<td></td>
<td>RL.2.10-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
<td><strong>Foundational Skills</strong></td>
<td>L.2.2e-Consult reference materials, including beginning</td>
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understanding of its characters, setting, or plot.

**RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Informational Text**

**RI.2.1** - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI.2.2** - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

**RI.2.4** - Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

**RI.2.5** - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts of information in a text efficiently.

**RI 2.7** - Explain how specific images contribute to and clarify a text.

**RI 2.8** - Describe how reasons support specific points the author makes in a text.

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**Foundational Skills**

**RF.2.3c** - Decode regularly spelled two-syllable words with long vowels.

**RF.2.3e** - Identify words with inconsistent but common spelling-sound correspondences.

**RF.2.4a** - Read on-level text with purpose and understanding.

**RF 2.4b** - Read on-level orally with accuracy, appropriate rate, and expression on successive readings.

**RF 2.4c** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**Writing**

**Speaking and Listening**

**SL2.1b** - Build on other’s talk in conversations by linking their comments to the remark of others.

**SL2.1c** - Ask for clarification and further explanation as needed about topics and texts under discussion.

**SL2.5** - 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, or feelings.

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**Language**

**L.2.4e** - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

**L.2.5** - Demonstrate understanding of word relationships and nuances in word meanings.

**L.2.6** - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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**dictionaries, as needed to check and correct spellings.**

**AL Specific** - Uppercase and lowercase letters in cursive.
**Foundational Skills**
RF.2.3-Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b-Know spelling-sound correspondences for additional common vowel teams.
RF.2.3d-Decode words with common prefixes and suffixes.
RF.2.3f-Recognize and read grade-appropriate irregularly spelled words.
RF.2.4-Read with sufficient accuracy and fluency to support comprehension.

**Writing**
W.2.2-Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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 words to signal event order, and provide a clarification.

**Language**
L.2.1b-Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
L.2.1d-Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1f- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.2a-Capitalize holidays, product names, and geographic names.
L.2.2b-Use commas in greetings and closings of letters.
L.2.2e-Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2d-Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.2.4b-Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4d-Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
sense of closure.

**W.2.5** - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**W.2.6** - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.2.7** - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**W.2.8** - Recall information from experiences or gather information from provided sources to answer a question.

**Speaking and Listening:**

**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.

**SL.2.1a** - Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).

**SL.2.2** - Recount or describe key ideas or details from a text read aloud or information presented orally.

**L.2.5b** - Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
or through other media.

**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.

**Language**

**L.2.1**-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- **L.2.1a**-Use collective nouns.
- **L.2.1e**-Use adjectives and adverbs and choose between them depending on what is to be modified.

**L.2.2**-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.2.3**-Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.2.4**-Determine or clarify the meaning of unknown and multiple meaning words and phrases based on second grade reading and content, choosing flexibility from an array of strategies.

- **L.2.4a**-Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.2.4c**-Use a known root word as a
clue to the meaning of an unknown word with the same root (e.g., addition, additional).

L.2.5a-Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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**Power Standards**

**Literature:**
- **RL.2.1**-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RL.2.2**-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.2.3**-Describe how characters in a story respond to major events and challenges.
- **RL.2.4**-Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL.2.5**-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **RL.2.6**-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **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.
- **RL.2.9**-Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- **RL.2.10**-By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
**Informational Text:**
RI.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2-Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.3-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a procedure.
RI.2.4-Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
RI.2.5-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts of information in a text efficiently.
RI.2.6-Identify the main purpose of a text, including what the author wants to answer, explain, or describe
RI.2.7-Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify the text.
RI.2.8-Describe how reasons support specific points the author makes in a text.
RI.2.9-Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10-By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Foundational Skills:**
RF.2.3-Know and apply grade-level phonics and word analysis skills in decoding words.
RF.2.3a-Distinguish long and short vowels when reading regularly spelled one-syllable words.
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RF.2.3e-Identify words with inconsistent but common spelling-sound correspondences.
RF.2.3f-Recognize and read grade-appropriate irregularly spelled words.
RF.2.4-Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a-Read on-level text with purpose and understanding.
RF 2.4b-Read on-level orally with accuracy, appropriate rate, and expression on successive readings.
RF 2.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**
W.2.5-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.8-Recall information from experiences or gather information from provided sources to answer a question.
**Speaking and Listening:**
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.
SL.2.2-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.4-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentence

**Language:**
L.2.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L.2.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L.2.4-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.
L.2.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

*The standards that are essential for student grade-level success. They represent those standards teachers will spend the most time emphasizing.*