**Oral Expression and Listening**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| **CCSS: SL.2.4** | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |  |  |  |  |
|  | Contribute knowledge to a small group or class discussion to develop a topic |  |  |  |  |
|  | Maintain focus on the topic |  |  |  |  |
| **CCSS: 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. |  |  |  |  |
| **CCSS: SL.2.6** | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  |  |  |  |  |
|  | Use content-specific vocabulary to ask questions and provide information |  |  |  |  |
| **CCSS: SL.2.1** | Build on others’ talk in conversations by linking their comments to the remarks of others. |  |  |  |  |
| **CCSS: SL.2.1c** | Ask for clarification and further explanation as needed about the topics and texts under discussion. |  |  |  |  |
| **CCSS: SL.2.2** | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media |  |  |  |  |
| **CCSS: 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. |  |  |  |  |

**Comprehension and Fluency**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
|  | Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences |  |  |  |  |
| CCSS: 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. |  |  |  |  |
| **CCSS: RL.2.2** | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |  |  |  |  |
| **CCSS: RL.2.3** | Describe how characters in a story respond to major events and challenges. |  |  |  |  |
|  | Read high-frequency words with accuracy and speed |  |  |  |  |
| **CCSS: RL.2.5** | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |  |  |  |  |
| **CCSS: 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. |  |  |  |  |
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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
|  | Identify how word choice (sensory details, figurative language) enhances meaning in poetry |  |  |  |  |
| **CCSS: 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. |  |  |  |  |
| **CCSS: 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. |  |  |  |  |
| **CCSS: 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. |  |  |  |  |
| **CCSS: L.2.3a** | Compare formal and informal uses of English. |  |  |  |  |

**Comprehension and Fluency**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| **CCSS: RI.2.2** |  Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text. |  |  |  |  |
| **CCSS: RI.2.3** | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |  |  |  |  |
|  | Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud |  |  |  |  |
| CCSS: RI.2. | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |  |  |  |  |
|  | Read text to perform a specific task |  |  |  |  |
| **CCSS: RI.2.7** | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |  |  |  |  |
| **CCSS: RI.2.8** | Describe how reasons support specific points the author makes in a text. |  |  |  |  |
| **CCSS: RI.2.9** | Compare and contrast the most important points presented by two texts on the same topic. |  |  |  |  |
| **CCSS: 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 |  |  |  |  |
| **CCSS: L.2.4e** | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  |  |  |  |  |
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|  | **Decoding Words** |  |  |  |  |  |  |  |
|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| **CCSS: RF.2.3a** | Distinguish long and short vowels when reading regularly spelled one-syllable words. |  |  |  |  |
| **CCSS: RF.2.3b** | Know spelling-sound correspondences for additional common vowel teams. |  |  |  |  |
| **CCSS: RF.2.3c** | Decode regularly spelled two-syllable words with long vowels. |  |  |  |  |
| **CCSS: RF.2.3d** | Decode words with common prefixes and suffixes. |  |  |  |  |
| **CCSS: RF.2.3e** | Identify words with inconsistent but common spelling-sound correspondences. |  |  |  |  |
| **CCSS: RF.2.3f** | Recognize and read grade-appropriate irregularly spelled words. |  |  |  |  |
| **CCSS: RF.2.4a b** | Read grade-level text with purpose and understanding. ii. Read grade-level text orally with accuracy, appropriate rate, and expression. |  |  |  |  |
| **CCSS: RF.2.4c** | Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |  |
| **CCSS: L.2.4a** | Use sentence-level context as a clue to the meaning of a word or phrase. |  |  |  |  |
| **CCSS: 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). |  |  |  |  |
| **CCSS: L.2.4c** | iii. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |  |  |  |  |
| **CCSS: 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). |  |  |  |  |
| **CCSS: L.2.5a** | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). |  |  |  |  |
| **CCSS: 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). |  |  |  |  |
| **CCSS: 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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**Writing and Composition**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
| **CCSS: 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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |  |  |  |  |
| **CCSS: 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 sense of closure. |  |  |  |  |
|  | Organize ideas using pictures, graphic organizers, or story maps |  |  |  |  |
|  | Write with precise nouns, active verbs, and descriptive adjectives |  |  |  |  |
|  | Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts |  |  |  |  |
|  | Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing) |  |  |  |  |
|  | Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format |  |  |  |  |
|  | Organize ideas using a variety of pictures, graphic organizers or bulleted lists |  |  |  |  |
|  | Uses sentence-level context as a clue tothe meaning of a word or phrase. |  |  |  |  |
| CCSS: L.2.1a | Use collective nouns (e.g., group). |  |  |  |  |
| CCSS: L.2.1b | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). |  |  |  |  |
| CCSS: L.2.1c | Use reflexive pronouns (e.g., myself, ourselves). |  |  |  |  |
| CCSS: L.2.1d | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |  |  |  |  |
| CCSS: L.2.1e | Use adjectives and adverbs, and choose between them depending on what is to be modified. |  |  |  |  |
|  | Apply accurate subject-verb agreement while writing |  |  |  |  |
| CCSS: 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). |  |  |  |  |
|  | Vary sentence beginning |  |  |  |  |
|  | Spell high-frequency words correctly |  |  |  |  |
| CCSS: L.2.2a | Capitalize holidays, product names, and geographic names. |  |  |  |  |
| CCSS: L.2.2b | Use commas in greetings and closings of letters. |  |  |  |  |
| CCSS: L.2.2c | Use an apostrophe to form contractions and frequently occurring possessives. |  |  |  |  |
| CCSS: L.2.2d | Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil) |  |  |  |  |
| CCSS: L.2.2e | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |  |  |  |  |
| CCSS: 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. |  |  |  |  |
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**Research and Reasoning**

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|  |  | **Qrt 1** | **Qrt 2** | **Qrt 3** | **Qrt 4** |
|  | Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page) |  |  |  |  |
|  | Identify a specific question and gather information for purposeful investigation and inquiry |  |  |  |  |
|  | Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type) |  |  |  |  |
|  | Use a variety of multimedia sources to answer questions of interest |  |  |  |  |
| **CCSS: W.2.8** | Recall information from experiences or gather information from provided sources to answer a question. |  |  |  |  |
| CCSS: 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). |  |  |  |  |