

2nd Grade ELA - 1st Quarter

<p><b>Proficient during 1st Qtr</b> <b>NONE</b></p> <p><b>Introduced during 1st Qtr</b></p> <p><b>Ask and answer</b> such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2.RL.1</p> <p><b>Describe</b> how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2.RL.4</p> <p><b>Use information</b> gained from illustrations and words in a print or digital to demonstrate understanding of its characters, setting, or plot. 2.RL.7</p> <p><b>Compare and contrast</b> two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RL.9</p> <p><b>By the end of the year, read and comprehend</b> 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. 2.RL.10</p> <p><b>Ask and answer</b> such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. 2.RI.1</p> <p><b>Identify the main purpose</b> of a text, including what the author wants to answer, explain, or describe. 2.RI.6</p> <p><b>Explain</b> how specific images (e.g. a diagram showing how a machine works) contribute to and clarify text. 2.RI.7</p>	<p><b>Introduced during 1st Qtr</b></p> <p><b>Demonstrate command of the conventions</b> of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). 2.L.1</p> <p><b>Demonstrate command of the conventions</b> of standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words (e.g., cage-badge; boy-boil). 2.L.2.</p> <p><b>Use knowledge of language and its conventions</b> when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. 2.L.3</p> <p><b>Determine or clarify</b> the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, housefly, bookshelf, notebook). 2.L.4</p> <p><b>Participate</b> in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. 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 the topics and texts under discussion b. Build on others' talk in conversations by linking their comment to others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.1</p> <p><b>Recount and describe</b> key details from a text</p>
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**Introduced during 1st QTR (cont)**

**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.

b. Know spelling-sound correspondences for additional

common vowel teams.

c. Decode regularly spelled two-syllable words with long

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.

2.RF.3

**Read with sufficient accuracy and fluency** to support comprehension.

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.

2.RF.4

**Write** narratives in which they recount a well elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2.W.3

**With guidance and support from adults,**

produce writing in which the development and organization are appropriate to task and purpose.

a. With guidance and support from adults,

produce functional writing (e.g., recipes, directions, experiments, notes/messages, friendly letters, labels, graphs/tables, posters) in which the

read aloud or information presented orally or through other mediums.

2.SL.2

**Ask and answer questions** about what a speaker says in order to clarify comprehension, gather additional information of a topic or issue.

2.SL.3

**Produce** complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2.SL.6

<p>development and organization are appropriate to task and purpose. 2.W.4</p> <p><b>With guidance and support from adults</b>, focus on a topic, and strengthen writing as needed by revising and editing. 2.W.5</p> <p><b>Research to Build and Present Knowledge</b> Participate in shared research and writing projects (read a number of books on a single topic to produce report; record science observations). 2.W.7</p> <p>Recall information from experiences or gather information provided sources to answer a question. 2.W.8</p>	
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2nd Grade ELA - 2nd Quarter

<p><b>Proficient by the end of 2nd Qtr</b></p> <p><b>NONE</b></p> <p><b>Introduced during 2nd Qtr</b></p> <p>Recount stories, including fables and folktales from diverse cultures their central message, lesson or moral. 2.RL.2</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, 2.RL.5</p> <p>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2.RI.2</p> <p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.4</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>Form and use frequently occurring irregular plural nouns.</li> <li>Form and use the past tense of frequently occurring irregular verbs.</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Write multiple sentences in an order that supports a main idea or story.</li> </ul> <p>2.L.1 bdeg</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and</li> </ul>
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Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  
2.RI.5

Describe the reasons support specific points the author makes in a text.  
2.RI.8

Know and apply grade-level phonics and word analysis skills in decoding words.  
Decode words with common prefixes/suffixes  
2.RF.3d

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 (because, and, also) to connect opinion and reasons, and provide a concluding statement or section.  
2.W.1

Write informative.explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  
2.W.2

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
2.W.6

Participate in shared research and writing projects (read a number of books on a single topic to produce reports; record science observations).  
2.W.7

Recall information from experiences or gather information from provided sources to answer a question.  
2.W.8

Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  
2.SL.4

Create audio recordings of stories and poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

frequently occurring possessives.  
Consult reference materials including beginning dictionaries, as needed to check and correct spellings.  
2.L.2abcd

Use of knowledge and its conventions when writing, speaking, reading, or listening.  
Compare formal and informal uses of English  
2.L.4a

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

Use sentence-level context as a clue to the meaning of a word or phrase.  
Determine the meaning of the new word formed when a known prefix is added to a known word (happy/unhappy).

Use a known root word as a clue to meaning of an unknown work with the same root (addition/additional).

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  
2.L.4 abce

Demonstrate understanding of word relationships and nuances in word meanings.  
Identify real-life connections between words and their use (e.g describe foods that are juicy or spicy).

Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (thin, slender, skinny).  
2.L.5 ab

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (When other kids are happy that makes me happy).  
2.L.6

2.SL.5

2nd Grade ELA - 3rd Quarter

**Proficient by the end of 3rd Qtr**

**NONE**

**Introduced during 3rd Qtr**

**Describe** characters in a story respond to major events and challenges.  
2.RL.3

**Acknowledge differences** in the points of view of characters including by speaking in a different voice for each character when reading dialogue aloud.  
2.RL.6

**Describe** the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  
2.RI.3

**Compare and contrast** the most important points presented by two texts on the same topic.  
2.RI.9

**Text Types and Purposes**

Write Opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply research that support the opinion, use linking words ( because, also) to connect opinion and reasons, and provide a conclusion statement or section.  
2.W.1

**Production and Distribution of Writing**

With guidance and support from adults, focus on a topic, and strengthen writing as needed by revising and editing.  
2.W.5

**With guidance and support** from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  
2.W.6

**Participate** in shared research and writing projects (e.g., read a number of books on a single

<p>topic to produce a report; record science observations).</p> <p>2.W.7</p> <p><b>Demonstrate</b> command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>2.L.1</p>	
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2nd Grade ELA 4th Quarter

<p><b>Proficient by the end of 4th Quarter</b></p> <p><b>Ask and answer</b> such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2.RL.1</p> <p><b>Recount</b> stories, including fables and folktales from diverse cultures, their central message, lesson, or moral.</p> <p>2.RL.2</p> <p><b>Describe</b> characters in a story respond to major events and challenges.</p> <p>2.RL.3</p> <p><b>Describe</b> how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>2.RL.4</p> <p><b>Describe</b> the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>2.RL.5</p> <p><b>Acknowledge differences</b> in the points of view of characters including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>2.RL.6</p> <p><b>Use information</b> gained from illustrations and words in a print or digital to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RL.7</p>	<p><b>Know and use various text features</b> (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>2.RI.5</p> <p><b>Identify the main purpose</b> of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.6</p> <p><b>Explain</b> how specific images (e.g. a diagram showing how a machine works) contribute to and clarify text.</p> <p>2.RI.7</p> <p><b>Describe</b> the reasons that support specific points the author makes in a text.</p> <p>2.RI.8</p> <p><b>By the end of the year, read and comprehend</b> literature, including 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.</p> <p>2.RI.10</p> <p><b>Know and apply</b> 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>b. Know spelling-sound correspondences for additional</p>
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**Compare and contrast** two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

2.RL.9

**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.

2.RL.10

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

2.RI.1

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

2.RI.2

**Describe** the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.RI.3

**Determine the meaning** of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RI.4

### **Proficient 4th Qtr (cont)**

**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.

2.W.1

**Write informative/explanatory texts** in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2.W.2

**Write narratives** in which they recount a well elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

2.W.3

common vowel teams.

c. Decode regularly spelled two-syllable words with long

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.

2.RF.3

**Read with sufficient accuracy and fluency** to support comprehension.

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.

2.RF.4

**Demonstrate command of the conventions** of standard English grammar and usage when writing or speaking.

a. Use collective nouns (e.g., group).

b. Form and use frequently occurring irregular plural nouns

(e.g., feet, children, teeth, mice, fish).

d. Form and use the past tense of frequently occurring

irregular verbs (e.g., sat, hid, told).

e. Use adjectives and adverbs, and choose between them

depending on what is to be modified.

f. Produce, expand, and rearrange complete simple and

compound

g. Write multiple sentences in an order that supports a

main idea or story.

2.L.1

**Ask and answer questions** about what a speaker says in order to clarify comprehension, gather additional information of a topic or issue.

2.SL.4

**Create** audio recordings of stories and poems,

**With guidance and support from adults**, produce writing in which the development and organization are appropriate to task and purpose.

a. With guidance and support from adults, produce functional writing (e.g., recipes, directions, experiments, notes/messages, friendly letters, labels, graphs/tables, posters) in which the development and organization are appropriate to task and purpose.

2.W.4

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

2.W.5

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

**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).

2.W.7

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

2.W.8

**Participate** in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. 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 the topics and texts under discussion)

b. Build on others' talk in conversations by linking their comment to others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.SL.1

**Recount and describe** key details from a text read aloud or information presented orally or through other mediums.

2.SL.2

**Recount and describe** key details from a text read aloud or information presented orally or

add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

2.SL.5

**Produce** complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

2.SL.6

**Demonstrate command of the conventions** of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage-badge; boy-boil).

e. Consult reference materials including beginning dictionaries, as needed to check and correct spellings

2.L.2.

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

a. Compare formal and informal uses of English.

2.L.3

**Determine or clarify** the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

c. Use a known root word as a clue to meaning of an unknown word with the same root (e.g., addition.

additional).

d. Use knowledge of the meaning of individual words to

predict the meaning of compound words (e.g., birdhouse, housefly, bookshelf, notebook).

e. Use glossaries and beginning dictionaries, both print

and digital, to determine or clarify the meaning

through other mediums.  
2.SL.3

of words  
and phrases.

2.L.4

**Demonstrate** understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and

their use (e.g describe foods that are juicy or spicy).

b. Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related

adjectives (thin, slender, skinny).

2.L.5

**Use** words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (When other kids are happy that makes me happy).  
2.L.6