

Jones County School District Pacing Guide Second Grade English Language Arts (ELA)

First Nine Weeks

- (I):** Introduced
(O): Ongoing
(A): Assessed (Formative and/or Summative)

Date
Introduced

Date
Assessed

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.

I Can:

Increasing text difficulty throughout each nine weeks:

- RL.2.1.1 Increasing text difficulty throughout each nine weeks:
 - Identify the characters, setting, plot, problem, and solution. (I)
- RL.2.1.2 Increasing text difficulty throughout each nine weeks:
 - Ask who, what, when, where, how, and why questions to show that I understand important parts of a text.
 - Who are the main characters and what did they do. (I, A)
 - Where and when did the story take place? (I)
 - Why/How did the characters do_____ (feelings, actions, motivation)? (I)
 - Why/How is the setting important? (I)
 - RL.2.1.3 Increasing text difficulty throughout each nine weeks:
 - Answer who, what, when, where, how, and why questions to show that I understand important parts of a text.
 - Who are the main characters and what did they do? (I)
 - Where and when did the story take place? (I)
 - Why/How did the characters do____ (feelings, actions, motivation)? (I)
 - Why/How is the setting important? (I)
 - RL.2.1.4 Increasing text difficulty throughout each nine weeks:
 - Predict the outcome for a story based on pictures and text. (I)

<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.2.2.1 Identify Genres: folktale, fantasy, legends, myth, realistic-fiction, children's adventure stories. (I) • RL.2.2.4 Explain the message or moral the story is teaching me. (I) 		
<p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.2.3.1 Identify and describe major events and challenges in a story. (I) • RL.2.3.2 Tell how characters react to events and challenges in a story (positive and negative challenges). (I) • RL.2.3.3 Relate to characters' reactions to an event (making a personal connection between student and character. (I) 		
<p>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.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.2.4.1 Locate phrases in a story, poem, or song. (I,A) • RL.2.4.2 Identify the rhythm of a story, poem, or song. (I,A) • RL.2.4.3 Identify the rhymes in a story, poem, or song e.g., clapping. (I) • RL.2.4.4 Use a rhythm to read a story, poem, or song (beats, alliteration, rhymes, repeated lines) • RL.2.4.5 Describe how notes, words and phrases give meaning in a story, poem, or song. (I) 		
<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.2.5.1 Retell a story. (I,A) • RL.2.5.2 Identify the beginning, middle, and end of a story. (I,A) • RL.2.5.3 Tell in my own words a summary of the story including beginning, middle, and end. (I) • RL.2.5.4 Arrange the text in sequential order and explain the order. (I) 		

<p>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.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.2.6.1 Identify the different points of view of each character. (I) • RL.2.6.3 Speak in a different voice for each character when reading dialogue aloud. (I) • RL.2.6.4 Show by the expression in my voice, the character's point of view in the story. (I) 		
<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>I Can:</p> <ul style="list-style-type: none"> • RL.2.7.1 Increasing in text difficulty: Use pictures and words to identify the characters in the text. (I,A) • RL.2.7.2 Increasing in text difficulty: Use pictures and words to understand where the story takes place. (I,A) • RL.2.7.3 Increasing in text difficulty: Use picture and words to predict what the story is about. (I) • RL.2.7.4 Increasing in text difficulty: Use words and pictures in a story to show an understanding of characters, setting, or plot. (I) 		
<p>RL.2.8. Describe how reasons support specific points the author makes in text.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.2.8.1 Create a graphic organizer to support the author's key ideas.. (I) • RL.2.8.2 Tell in my own words that the author's is trying to say in the text by giving examples.. (I) 		
<p>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.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.2.9.1 Describe in my own words how two versions of the same story are alike. (Considering entire story, not just characters, etc.) (I) • RL.2.9.2 Describe in my own words how two versions of the same story are different. (Considering entire story, not just characters, etc.) (I) 		

<p>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.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RL.2.10.1 Read and comprehend literature with increasing text complexity and proficiency. (I,A) • RL.2.10.2 Comprehend texts by responding to, talking, and thinking about what I read. (I,A) • RL.2.10.3 Comprehend texts by thinking back and evaluating what I have read. (I,A) • RL.2.10.4 Read closer to the high end of the Lexile score 420-820. (I,A) 		
<p>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.</p> <p>I Can:</p> <ul style="list-style-type: none"> •RI.2.1.1 Increasing difficulty of text throughout each nine weeks: Answer the questions about who, what, & where, to show I understand key points. (I) • RI.2.1.2 Increasing difficulty of text throughout each nine weeks: Answer the questions about when, why, and how to show I understand key points. (1, *2, *3, 4) • RI.2.1.3 Increasing difficulty of text throughout each nine weeks: Ask the questions about who, what, & where to show I understand key points. (I,A) • RI.2.1.4 Increasing difficulty of text throughout each nine weeks: Ask the questions about when, why and how to show I understand key points. (I) 		
<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RI.2.2.1 Find the main idea in a single paragraph text. (I,A) • RI.2.2.2 Find details in a single paragraph text. (I) 		
<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> <p>I Can:</p> <ul style="list-style-type: none"> • RI.2.3.1 Examine various informational texts to determine cause and effect (the connection) and similarities/differences (historical events, scientific ideas or concepts, or steps in technical procedures). (I) • RI.2.3.2 Identify cause and effect in selected informational text (historical events, scientific ideas or concepts, or steps in technical procedures).(I) 		

<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>I Can:</p> <ul style="list-style-type: none"> RI.2.4 Explain what words/phrases in a text mean (context clues). (I) 		
<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>I Can:</p> <ul style="list-style-type: none"> RI.2.5.1 Locate text features. (I,A) RI.2.5.2 Identify the parts of a book (title page, title, author, illustrator, glossary, etc.). (I,A) RI.2.5.3 Use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to find facts or information in a text. (I) 		
<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>I Can:</p> <ul style="list-style-type: none"> RI.2.6.1 Locate the main idea and some details. (I) 		

<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RI.2.7.1 Use images/pictures to help me understand what the text is about. (I) • RI.2.7.3 Tell in my own words how a picture helps me understand the text. (I) 		
<p>RI.2.8. Describe how reasons support specific points the author makes in a text.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RI.2.8.1 Create a graphic organizer to support the author's key ideas. (I) • RI.2.8.2 Tell in my own words what the author is trying to say in the text by giving examples. (I) 		
<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RI.2.9.1 Identify/select important points from two texts on the same topic. (I) 		
<p>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.</p> <p>I Can:</p> <ul style="list-style-type: none"> • RI.2.10.1 Read and understand text (informational text) between Lexile scores 450-790. (I) • RI.2.10.2 Comprehend texts by responding to, talking, and thinking about what I read. (I,A) • RI.2.10.3 Comprehend texts by thinking back and evaluating what I read. (I,A) • RI.2.10.4 Read closer to the high end of the Lexile score 420-820. (I) 		

<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. <p>I Can:</p> <ul style="list-style-type: none"> RF.2.3a.1 Read long and short vowels in regularly spelled one-syllable words. (I,A) RF.2.3b.1 Spell words with common vowel teams (digraphs, diphthongs, r-controlled). (I,A) RF.2.3c.1 Decode two-syllable words with long vowels. (I,A) RF.2.3d.1 Decode common prefixes and suffixes. (I,A) RF.2.3e.1 Identify words with different but common spelling-sounds (ph, wr, ough, igh, ought, eigh, kn, igh, gn). (I,A) RF.2.3f.1 Recognize and read grade-appropriate irregularly spelled words. (I,A) 		
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>I Can:</p> <ul style="list-style-type: none"> RF.2.4a.1 Read with accuracy and fluency to support comprehension and understanding. (I,A) RF.2.4b.1 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (I,A) RF.2.4c.1 Use context to confirm or self-correct word recognition and understanding, and reread if necessary. (I,A) 		
<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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>I Can:</p> <ul style="list-style-type: none"> W.2.1.1 Distinguish between fact and opinion. (I) W.2.1.2 Identify topic or title of a book to write about. (I) W.2.1.3 Formulate an opinion. (I) W.2.1.4 Generate supporting reasons for stated opinion. (I) 		

<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>I Can:</p> <ul style="list-style-type: none"> • W.2.2.1 Distinguish between informative/explanatory texts. (I) • W.2.2.2 Identify topics and facts. (I) 		
<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 words to signal event order, and provide a sense of closure.</p> <p>I Can:</p> <ul style="list-style-type: none"> • W.2.3.1 Identify a personal event in which to write a personal narrative. (I) • W.2.3.3 Sequence and describe (actions, thoughts, feelings) the events. (I) • W.2.3.4 Use temporal (time order) words to signal event order. (e.g., first, next, then, last). (I) • W.2.3.5 Write a conclusion sentence/paragraph. (I) 		
<p>W.2.4. Begins in grade 3.</p>		
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>I Can:</p> <ul style="list-style-type: none"> • W.2.5.1 With guidance and support from adults and peers: Revise sentences in a paragraph to better organize writing. (I) • W.2.5.2 With guidance and support from adults and peers: Add/delete details to clarify ideas in writing. (I) • W.2.5.3 With guidance and support from adults and peers: Edit sentences and paragraphs for capitalization, punctuation, and spelling. (I) • W.2.5.4 With guidance and support from adults and peers: Recognize the characteristics of quality writing. (I) • W.2.5.5 With guidance and support from adults and peers: Analyze writing samples and make corrections as needed. (I) 		

<p>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.</p> <p>I Can:</p> <ul style="list-style-type: none"> W.2.6.1 With guidance and support from adults, use digital tools, such as a computer or iPad, to produce and publish my writing with or without a peer—utilizing various software. (I) 		
<p>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).</p> <p>I can:</p> <ul style="list-style-type: none"> I can statements do not begin until 3rd 9 weeks. 		
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>I can:</p> <ul style="list-style-type: none"> W.2.8.1 Share information about my experiences to answer a question. (I) W.2.8.2 Recall information from past experiences to answer a question. (I) W.2.8.3 Locate information from sources (books, internet, encyclopedias, etc) to answer questions. (I) 		
<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> <ol style="list-style-type: none"> 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). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>I Can:</p> <ul style="list-style-type: none"> SL.2.1 Agree upon rules to follow (in group work). (I,A) SL.2.1a.1 Can follow agreed up rules in discussion (gaining the floor in respectful ways, listening to others with care, speaking one at a time). (I,A) SL.2.1b.1 Give feedback to the person speaking. (I) SL.2.1b.2 Respectfully add to one's remarks. (I) SL.2.1c.1 Ask the speaker for understanding explanations about the topic being discussed. (I) <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through</p>		

<p>other media.</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.2.2.1 Retell details from the story orally. (I,A) • SL.2.2.2 Explain ideas from information on the computer. (I) • SL.2.2.3 Retell the main idea and details from an oral presentation. (I) 		
<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>I Can:</p> <ul style="list-style-type: none"> • SL.2.3.1 Ask questions to gather information about a topic (for clarification—see standard). (I) • SL.2.3.2 Ask a question about someone’s presentation. (I) • SL.2.3.3 Answer a question about someone’s presentation. (I) 		
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.2.4.1 Identify relevant descriptive details in a story. (I) • SL.2.4.2 Tell a story with relevant descriptive details. (I) • SL.2.4.4 Present information orally clearly and precisely. (I) 		
<p>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.</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.2.5.2 Illustrate or create displays to express ideas, thoughts, or feelings. (I) 		
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>I Can:</p> <ul style="list-style-type: none"> • SL.2.6.1 Speak in complete sentences. (I) • SL.2.6.2 Speak in complete sentences using details. (I) • SL.2.6.3 Answer questions in complete sentences. (I) • SL.2.6.4 Speak in complete sentences to provide detail and clarification. (I) 		

<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. 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). <p>I Can:</p> <ul style="list-style-type: none"> L.2.1a.1 Identify nouns. (singular, plural, common, proper, possessive, collective) (I,A) L.2.1b.1 Spell and use irregular plural nouns (e.g., feet, children, teeth, mice, fish). (I) L.2.1f.1 Write a simple and compound sentences. (I) L.2.1f.2 Write compound sentences. (I) 		
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>I Can:</p> <ul style="list-style-type: none"> L.2.2a.1 Identify and capitalize proper nouns (holidays, product names, and geographic names). (I,A) L.2.2b.1 Identify greetings and closings in a letter (I,A) L.2.2b.2 Use commas in greetings and closings of letters (I,A) L.2.2c.1 Distinguish between a contraction and a possessive (I) L.2.2c.2 Form a contraction using an apostrophe (I) L.2.2c.3 Form a possessive using an apostrophe (I) L.2.2d.1 Use spelling patterns correctly to write words 		

<ul style="list-style-type: none"> • (e.g., cage → badge; boy → boil). (I,A) • L.2.2d.2 Generate words from learned spelling patterns. (I,A) • L.2.2e.1 Use reference materials (such as a dictionary—print and digital) to check and correct spelling. (I) 		
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p> <p>I Can:</p> <ul style="list-style-type: none"> • L.2.3a.1 Identify formal writing. (I) • L.2.3a.2 Identify informal writing. (I) 		
<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>I Can:</p> <ul style="list-style-type: none"> • L.2.4a.1 Use context clues to understand the meaning of unknown words and phrases. (I,A) • L.2.4b.3 Determine the meaning of a new word when a prefix is added (e.g., happy/unhappy, tell/retell). (I) • L.2.4c.1 Identify root/base words (I) • L.2.4d.1 Form a compound word. (I,A) • L.2.4d.2 Predict the meaning of a compound word using the meaning of the individual words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (I,A) • L.2.4e.1 Know the difference between a glossary and a dictionary (print and digital) (I,A) • L.2.4e.2 Use a glossary and beginning dictionary (print and digital) to understand words (I,A) 		

<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). <p>I Can:</p> <ul style="list-style-type: none"> L.2.5 Demonstrate (through descriptive writing) how to use appropriate words forming exact images, and appropriate word relationships/nuances (see standard). (I,A) L.2.5a.1 Apply real-life situations between words and their use (e.g., describe foods that are spicy or juicy). (I,A) L.2.5b.1 Identify and use synonyms. (I,A) 		
<p>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).</p> <p>I Can:</p> <ul style="list-style-type: none"> L.2.6.1 Use descriptive vocabulary to communicate (through conversations, reading, and being read to) (e.g., When other kids are happy that makes me happy). (I) 		

Assessed:

- 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.
- 2.1.2 Who are the main characters and what did they do.
- 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.
- 2.4.1 Locate phrases in a story, poem, or song.
- 2.4.2 Identify the rhyme of 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.
- 2.5.1 retell a story.
- 2.5.2 Identify the beginning, middle, and end of a story.
- 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.
- 2.7.1 increasing the text difficulty using pictures and words to identify the characters in the text.
- 2.7.2 increasing the text difficulty using pictures and words to understand where the story takes place.
- 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.
- 2.10.1 Read and comprehend literature with increasing text complexity and proficiency.
- 2.10.2 Cpmprehend texts by responding to, talking, and thinking about what I read.
- 2.10.3 Cpmprehend texts by thinking back and evaluating what I have read.

- 2.10.4 Read closer to the high end of the lexile score 420- 820.
- 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.2.1.3 Increasing difficulty of text throughout each nine weeks: Ask the questions about who, what, & where to show I understand key points.
- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.2.1 Find the main idea in a single paragraph text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.5.1 Locate text features.
- RL 2.5.2 Identify the parts of a book (title page, title, author, illustrator, glossary, etc.)
- 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.
- RI.2.10.2 Comprehend texts by responding to, talking, and thinking about what I read.
- RI.2.10.3 Comprehend texts by thinking back and evaluating what I read.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
- RF.2.3a.1 Read long and short vowels in regularly spelled one-syllable words.
- RF.2.3b.1 Spell words with common vowel team(digraphs, diphthongs, r- controlled)
- RF.2.3c.1 Decode 2- syllable words with long vowels.
- RF.2.3d.1 Decode common prefixes and suffixes
- RF.2.3e.1 Identify words with different but common spelling-sounds (ph, wr, ough, igh, ought, eigh, kn, igh, gn).
- RF.2.3f.1 Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- RF.2.4a.1 Read with accuracy and fluency to support comprehension and understanding.
- RF.2.4b.1 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4c.1 Use context to confirm or self-correct word recognition and understanding, and reread if necessary.
- 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.
 - 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).
 - Build on others’ talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.1a.1 Can follow agreed up rules in discussion (gaining the floor in respectful ways, listening to others with care, speaking one at a time).
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.2.1 Retell details from the story orally.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use collective nouns (e.g., group).
 - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 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.2.1a.1 identify nouns. (singular, plural, common, proper, possessive, collective)
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.2a.1 Identify and capitalize proper nouns.
- "L.2.2b.2 Use commas in greetings and closings of letters."
- L.2.2d.1 Use spelling patterns correctly to write words (e.g., cage → badge; boy → boil).
- L.2.2d.2 Generate words from learned spelling patterns.
- 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.
 - 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 (e.g., happy/unhappy, tell/retell).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.4a.1 Use context clues to understand the meaning of unknown words and phrases.
- L.2.4b.1 Identify prefixes.
- L.2.4d.1 Form a compound word.
- L.2.4d.2 Predict the meaning of a compound word using the meaning of the individual words.
- L.2.4e.1 Know the difference between a glossary and dictionary.
- L.2.4e.2 Use a glossary and beginning dictionary to understand words.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.2.5 Demonstrate (through descriptive writing) how to use appropriate words forming exact images, and appropriate word relationships/nuances (see standard).
- L.2.5a.1 Apply real-life situations between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.5b.1 Identify and use synonyms.