

Focus: Students will be able to apply grade level phonics skills, fluent reading, writing, and collaborative conversations as evidence of comprehension.

FOUNDATIONAL SKILLS

Phonics		District/CCSS Standard	Pacing	Key Vocabulary
2.EL.1	Understanding: Demonstrate knowledge of grade-level phonics skills in decoding and encoding words when reading and writing Students who demonstrate understanding will be able to:			
2.EL.1.1	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3		
2.EL.1.2	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3.B		
2.EL.1.3	Decode regularly spelled two-syllable words with long vowels.	RF.2.3.C		
2.EL.1.4	Decode words with common prefixes and suffixes.	RF.2.3.D		
2.EL.1.5	Identify words with inconsistent but common spelling-sound correspondences	RF.2.3.E		
2.EL.1.6	Recognize and read grade-appropriate irregularly spelled words	RF.2.3.F		
Word Recognition				
2.EL.2	Understanding: Demonstrate knowledge of grade-level word analysis skills in decoding and encoding words when reading and writing Students who demonstrate understanding will be able to:			
2.EL.2.1	Determine the meaning of the new word formed when a known prefix is added to a known word	L.2.4.b		
2.EL.2.2	Use sentence level context as a clue to the meaning of a word or phrase (Vocab. acquisition and Use).	L.2.4a		
2.EL.2.3	Use a known root word as a clue to the meaning of an unknown word with the same root	L.2.4.c		
Grammar				
2.EL.3	Understanding: Utilize correct grade level appropriate grammar when reading, writing and speaking Students who demonstrate understanding will be able to:			
2.EL.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L.2.1		
2.EL.3.2	Use collective nouns (ie. group).	L.2.1.A		
2.EL.3.3	Form and use frequently occurring irregular plural nouns (ie. feet, children , teeth, mice, fish).	L.2.1.B		
2.EL.3.4	Use reflexive pronouns (e.g., myself, ourselves).	L.2.1.C		
2.EL.3.5	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	L.2.1.D		
2.EL.3.6	Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1.E		
2.EL.3.7	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.2.1.F		
Conventions				
2.EL.4	Understanding: Utilize correct grade level appropriate conventions when writing Students who demonstrate understanding will be able to:			
2.EL.4.1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2		
2.EL.4.2	Capitalize holidays, product names, and geographic names.	L.2.2.A		
2.EL.4.3	Use commas in greetings and closings of letters.	L.2.2.B		
2.EL.4.4	Use an apostrophe to form contractions and frequently occurring possessives.	L.2.2.C		
2.EL.4.5	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	L.2.2.D		
2.EL.4.6	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.2.2.E		
2.EL.4.7	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.2.3		
2.EL.4.8	Compare formal and informal uses of English	L.2.3.A		
Fluency				
2.EL.5	Understanding: Read grade level text proficiently with fluency (accuracy, rate and prosody) to support comprehension Students who demonstrate understanding will be able to:			
2.EL.5.1	Read with sufficient accuracy and fluency to support comprehension.	RF.2.4		
2.EL.5.2	Read grade level text with purpose and understanding	RF.2.4.a		
2.EL.5.3	Read grade level text orally with accuracy, appropriate rate and expression on successive readings	RF.2.4.b		

2.EL.5.4	Use context to confirm or self-correct word recognition and understanding, re-reading as necessary	RF.2.4.c
2.EL.5.5	Use sentence level context as a clue to the meaning of a word or phrase (Vocab. acquisition and Use)	L.2.4.a
2.EL.5.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.2.6
2.EL.5.7	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	SL.2.6
Comprehension and Collaboration (Speaking and Listening Gr.2)		
2.EL.6	Understanding: Collaboratively converse with varied partners about grade level appropriate topics and texts Students who demonstrate understanding will be able to:	
2.EL.6.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL.2.1
2.EL.6.2	Follow agreed upon rules for discussions	SL.2.1.a
2.EL.6.3	Build on others' talk and conversations by linking their comments to the remarks of others	SL.2.1.b
2.EL.6.4	Ask for clarification and further explanation as needed about the topics and texts under discussion	SL.2.1.c
2.EL.6.5	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).	L.2.6
2.EL.6.6	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.	RL.2.10
LITERATURE		
Key Ideas and Details:		
2.EL.7	Understanding: Identify key details, central message and character development in a variety of grade level appropriate literature to comprehend Students who demonstrate understanding will be able to:	
2.EL.7.1	Ask and answer questions, such as who, what, where, when, why, and how to demonstrate understanding of key details in a text	RL.2.1
2.EL.7.2	Recount and retell stories, including fables and folk tales, from diverse cultures, and determine their central message, lesson, or moral	RL.2.2
2.EL.7.3	Describe how characters in a story respond to major events and challenges	RL.2.3
2.EL.7.4	Compare and contrast two or more versions of the same story by different authors or from different cultures	RL.2.9
2.EL.7.5	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4
Craft and Structure		
2.EL.8	Understanding: Identify how words, phrases, structure and point of view of characters impact the meaning of text Students who demonstrate understanding will be able to:	
2.EL.8.1	Describe how words and phrases (alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	RL.2.4
2.EL.8.2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.5
2.EL.8.3	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.7
2.EL.8.4	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5
2.EL.8.5	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.	SL.2.5
Vocabulary		
2.EL.9	Understanding: Utilize words and phrases obtained through conversations, reading, and listening to stories to comprehend acquired vocabulary Students who demonstrate understanding will be able to:	
2.EL.9.1	Demonstrate understanding of word relationships and nuances in word meanings	L.2.5
2.EL.9.2	Identify real life connections between words and their use. (i.e. Describe foods that are spicy or juicy)	L.2.5.a
2.EL.9.3	Distinguish shades of meaning among closely related verbs and closely related adjectives. (i.e. toss, throw, hurl; thin, slender, skinny)	L.2.5.b

2.EL.9.4	Use knowledge of the meaning of individual words to predict the meaning of the compound words	L.2.4.d		
2.EL.9.5	Use glossaries and beginning dictionaries both print and digital to determine or clarify the meaning of words and phrases.	L. 2.4.e		
Text Types and Purposes				
2.EL.10	Understanding: Respond to literature through a variety of writing opportunities as evidence of comprehension and generate narratives based on personal experiences. Students who demonstrate understanding will be able to:			
2.EL.10.1	Write opinion pieces as a well-developed paragraph, in which they introduce the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. (ie. favorite character, favorite part, character trait/motivation)	District Standard W.2.1		
2.EL.10.2	Use a story map to create a retelling of a fiction text including the characters, setting, problem, major events, and solution (or beginning, middle, end)	District Standard		
2.EL.10.3	Respond to literature before, during or after reading to illustrate thinking (i.e. sticky notes, journal, exit slip)	District Standard		
2.EL.10.4	Respond to literature in writing by restating question, provide evidence and elaboration given a question or prompt (summarize)	District Standard		
2.EL.10.5	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 closure.	W.2.3		
INFORMATIONAL				
Key Ideas and Details:				
2.EL.11	Understanding: Identify main idea, key details, ask/answer questions in a variety of grade level appropriate informational text to comprehend Students who demonstrate understanding will be able to:			
2.EL.11.1	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		
2.EL.11.2	Identify the main topic and the focus of specific paragraphs within in a multiparagraph text.	RI.2.2		
2.EL.11.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3		
2.EL.11.4	Describe how reasons support specific points the author makes in a text.	RI.2.8		
2.EL.11.5	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9		
2.EL.11.6	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.EL.11.7	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2		
2.EL.11.8	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.	SL.2.3		
Craft and Structure				
2.EL.12	Understanding: Identify how words, phrases, structure and text features impact the meaning of informational text Students who demonstrate understanding will be able to:			
2.EL.12.1	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.4		
2.EL.12.2	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		
2.EL.12.3	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6		
2.EL.12.4	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.7		
2.EL.12.5	With guidance and support from adults, use a variety of digital tools to produce and publish writing, independently and in collaboration with peers.	W.2.6		
Text Type and Purpose				
2.EL.13	Understanding: Respond to informational text through a variety of writings as evidence of comprehension Students who demonstrate understanding will be able to:			
2.EL.13.1	Write informative/explanatory texts which introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2		
2.EL.13.2	Write opinion pieces, as well developed paragraph(s), which introduce the topic, 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.	District Standard		
2.EL.13.3	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.2.7		
2.EL.13.4	Recall information from experiences or gather information from provided sources to answer a question.	W.2.8		