

Core Essential Grade 2

Students will demonstrate proficiency in the following skills at the end of **trimester 1**:

Reading Street-Unit 1 and Unit 2

Literature

- Identify basic literary elements such as character and setting (RL.2.3)
- Describe the overall structure of a story (RL.2.5)
- Read literature independently, proficiently, and fluently within the grades 2-3 text complexity band (RL.2.10)
- Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting and plot (R.L.2.7)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.L.2.1)
- Compare and contrast two or more versions of the same story by different authors or from different cultures (R.L.2.9)
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral (R.L.2.2)

Informational Text

- Identify the main idea and details of an expository text/article (RI.2.2)
- Describe similarities in and differences between two texts on the same topics ((R.I.2.9)
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe (R.I.2.6)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.I.2.1)

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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 quickly and efficiently (R.I.2.5)
- By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts (R.I.2.10)

Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding skills (RF.2.3)
- Identify and spell words with short vowels and consonants (RF.2.3.a) (RF.2.3.b)
- Identify, segment and spell words with long vowels VCe (RF.2.3.a) (RF.2.3.c)
- Identify, segment and spell words with initial and final consonant blends (RF.2.3)
- Identify, segment and spell words with inflected endings (-ed, -ing) (RF.2.3)
- Identify, segment and spell words with consonant digraphs (sh, ch, th, wh) (RF.2.3.f)
- Identify, segment, and spell words with controlled r (RF.2.3.a)
- Identify and spell words with plural endings (RF.2.3)
- Identify, segment, and spell words with vowel digraphs (RF.2.3.f)
- Read on-level text with purpose and understanding (R.F.2.4.a)
- Read on-level text orally with accuracy, appropriate rate and expression on successive readings ((RF.2.4.b)
- Read with sufficient accuracy and fluency to support comprehension (R.F.2.4)

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Writing

- 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 closing sentence (W.2.3)
- Write informational/explanatory texts which includes topic, facts, and definitions to develop points, plus include a concluding statement (W.2.2)
- Participate in shared research and writing projects (W.2.7)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

Language

- Observe the conventions of grammar and usage (L.2.1)
- Produce, expand, and rearrange complete simple and compound sentences (L.2.1.f)
- Use newly learned words acquired through conversations, reading, and responding to texts (L.2.6)
- Build real-connections between words and their use (L.2.5.a)
- Use apostrophes and spell words with contractions and frequently occurring possessives (L.2.2.c)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- Capitalize holidays, product names, and geographic names (L.2.2.a)
- Use guide words to locate words in a dictionary or glossary to correct spelling (L.2.2.e)
- Identify and use irregular plural nouns (L.2.1.b)
- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.2.6)

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Speaking /Listening

- Participate in group discussion (SL.2.1)
- Follow agreed-upon rules for discussion (SL.2.1.a)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media(SL.2.2)
- 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)

Core Essential Grade 2

Students will demonstrate proficiency in the following skills at the end of **Trimester 2**:

Reading Street-Unit 3 and Unit 4

Literature

- Identify the main purpose of a text (author's purpose)
- Describe the structure of a story: beginning, middle, and end (R.L.2.5)
- Use visualization to demonstrate understanding of character, setting, or plot (R.L.2.7)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (R.L.2.6)
- Draw conclusions by asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text (R.L.2.1)
- Compare and contrast two or more versions of the same story by different author and/or cultures (R.L.2.9)
- Summarize fables and folktales (R.L.2.2)
- Sequence the story and understand the overall structure (R.L.2.5)
- Predict and set purpose of the given text (R.L.2.2)
- Describe how words and phrases supply the rhythm and meaning in a story, poem, or song (R.L.2.4)

Informational Text

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe (R.I.2.6)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.I.2.1)

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- Describe how reasons support specific points the author makes in a text(R.I.2.8)
- Explain how specific images contribute to and clarify a text (R.I.2.7)

Foundational Skills (Phonics)

- Identify and spell words with common vowel teams (R.F.2.3.b)
- Identify, segment and spell words with long and short vowels in one-syllable words (R.F.2.3.a)
- Decode regularly spelled two-syllable words with long vowels (R.F.2.3.c)
- Read on-level text orally with accuracy, appropriate rate and expression on successive readings ((R.F.2.4.b)
- Know and apply grade-level phonics and word analysis skills in decoding words (substitute final phonemes, syllable -le) (R.F.2.3)
- Identify, segment and spell words using comparative endings-er,-est (R.F.2.3)
- Decode words with prefixes and suffixes (R.F.2.3.d)
- Read with sufficient accuracy and fluency to support comprehension (R.F.2.4)

Writing

- 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 closing sentence (W.2.3)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

Core Essential Grade 2

- Write opinion pieces in which they introduce the topic or a book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinions and reasons and provide a concluding statement (W.2.1)
- Participate in shared research and writing projects (W.2.7)

Language

- Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.2.6)
- Observe the conventions of grammar and usage (L.2.1)
- Form and use the past tense of frequently occurring irregular verbs (L.2.1.d)
- Identify, understand and spell compound words (L.2.4.d)
- Use adjectives and adverbs, and choose between them depending on what is to be modified (L.2.1.e)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- Use commas in greetings and closings of letters ((L.2.2.b)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (L.2.4.d)
- Distinguish shades of meaning among closely related verbs and closely related adjectives (L.2.5.b)
- Determine or clarify the meaning of unknown and multi-meaning words and phrases (L.2.4)
- Identify real-life connections between words and their use (L.2.5.a)
- Demonstrate understanding of word relationships and nuance in word meanings (L.2.5)
- Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4.a)

Core Essential Grade 2

- Determine the meaning of the new word formed when a known prefix is added to a known word (L.2.4.b)
- Produce, expand, and rearrange complete simple and compound sentences (L.2.1.f)

Speaking and Listening

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (S.L.2.6)
- Participate in group discussion (SL.2.1)
- Follow agreed-upon rules for discussion (SL.2.1.a)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)
- 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)
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S.L.2.4)

Core Essential Grade 2

Students will demonstrate proficiency in the following skills at the end of **trimester 3**:

Reading Street-Unit 5 and Unit 6

Literature

- Describe the structure of a story: beginning, middle, and end (R.L.2.5)
- Use visualization to demonstrate understanding of character, setting, or plot (R.L.2.7)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (R.L.2.6)
- Draw conclusions by asking and answering questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text (R.L.2.1)
- Describe how characters in a story respond to major events and challenges (R.L.2.3)
- Compare and contrast two or more versions of the same story by different authors or from different cultures (R.L.2.9)
- Sequence the story and understand the overall structure (R.L.2.5)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.L.2.1)

Informational Text

- Identify the main purpose of a text, including what the author wants to answer, explain, or describe (R.I.2.6)
- Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text (R.I.2.1)

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- Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text (R.I.2.2)
- Know and use various text features (e.g., captions, bold prints, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently. (R.I.2.5)
- Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text (R.I.2.3)

Foundational Skills (Phonics)

- Identify and spell words with common vowel teams (R.F.2.3.b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (R.F.2.4.c)
- Read on-level text orally with accuracy, appropriate rate and expression on successive readings ((R.F.2.4.b)
- Know and apply grade-level phonics and word analysis skills in decoding words (R.F.2.3)
- Recognize and read grade-appropriate irregularly spelled words (R.F.2.3.f)
- Decode words with prefixes and suffixes (R.F.2.3.d)
- Read with sufficient accuracy and fluency to support comprehension (R.F.2.4)

Writing

- 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 closing sentence (W.2.3)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

Core Essential Grade 2

- Write opinion pieces in which they introduce the topic or a book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinions and reasons and provide a concluding statement (W.2.1)
- Write informational/explanatory texts which includes topic, facts, and definitions to develop points, plus include a concluding statement (W.2.2)

Language

- Capitalize holidays, product names, and geographic names (L.2.2.a)
- Observe the conventions of grammar and usage (L.2.1)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings (L.2.2.e)
- Use an apostrophe to form contractions and frequently occurring possessives (L.2.2.c)
- Generalize learned spelling patterns when writing words (L.2.2.d)
- Identify, understand and spell compound words (L.2.4.d)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.2.2)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (L.2.4.d)
- Determine or clarify the meaning of unknown and multi-meaning words and phrases (L.2.4)
- Identify real-life connections between words and their use (L.2.5.a)
- Use a known root word as a clue to the meaning of unknown word with the same root (L.2.4.c)
- Demonstrate understanding of word relationships and nuance in word meanings (L.2.5)

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- Use sentence-level context as a clue to the meaning of a word or phrase (L.2.4.a)
- Determine the meaning of the new word formed when a known prefix is added to a known word (L.2.4.b)
- Use glossaries and beginnings dictionaries, both print and digital, to determine or clarify the meaning of words and phrases (L.2.4.e)
- Produce, expand, and rearrange complete simple and compound sentences (L.2.1.f)

Speaking and Listening

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (S.L.2.6)
- Participate in group discussion (SL.2.1)
- Follow agreed-upon rules for discussion (SL.2.1.a)
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)
- 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)
- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences (S.L.2.4)