

Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
2.KI.1 - Literature	Ask and answer <i>who, what, where, when, why,</i> and <i>how</i> questions to demonstrate understanding of literary texts	
2.CS.5 - Literature	Describe the overall structure of a story, beginning, middle, and end.	
2.KI.1 - Informational Text	Ask and answer <i>who, what, when where, why,</i> and <i>how</i> questions to demonstrate understanding of informational texts	
2.RF.3 - Foundational Skills	Know and apply grade level phonics and word analysis skills in decoding words	
2.RF.4 - Foundational skills	Read emergent reader texts with purpose and understanding	f. Recognize and read grade-appropriate irregularly spelled words.
2.TT.3 - Writing	Use narrative writing to retell well-elaborated real or imagined events, include some detail to describe actions, thoughts, and feelings, use linking words to signal event order, and provide concluding sentences that restate or emphasize a feeling or lesson learned	
2.PK.4 - Speaking and Listening	Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.	
2.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	<ul style="list-style-type: none"> 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)
2.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. 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).

2.L.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading content.	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.5 - Language	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 spicy or juicy).

Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
2.IK.9 - Literature	Compare and contrast two or more versions of the same story/text by different authors or from different cultures	
2.IK.9. Informational Text	Compare and contrast the most important points presented by two texts or related topics	
2.RF.4 - Foundational skills	Read emergent reader texts with purpose and understanding	<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>
2.TT.2 - Writing	Write informative/explanatory texts in which they name the topic, supply facts and definitions to develop points, and provide one or more concluding sentences emphasizing the most important point	
2.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	f. 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.)
2.L.2 - Language	Demonstrate command of the conventions 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.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading content.	c. Use a known root word as a clue to the meaning of an unknown word with the same root (addition, additional)
2.L.5 - Language	Demonstrate understanding of word relationships and nuances in word meanings.	b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny).

Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
2.KI.2 - Literature	Retell stories, including fables and folktales, from diverse cultures, and determine the author's purpose, lesson, or moral.	
2.KI.2 - Informational Text	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text	
2.RF.4 - Foundational skills	Read emergent reader texts with purpose and understanding	b. Know spelling-sound correspondences for additional common vowel teams. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.TT.1 - Writing	Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support that opinion, and provide one or more concluding sentences that restate or paraphrase the opinion	
2.L.1. - Language	Demonstrate command of conventions standard English grammar and usage when writing or speaking	c. Use reflexive pronouns (e.g. myself, ourselves)
2.L.2 - Language	Demonstrate command of the conventions 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.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading content.	a. Use sentence-level context as a clue to the meaning of a word or phrase. 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) d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).

Quarter 4 Priority Standards and Skills

Standards	Skills	Notes

2.RF.4 - Foundational skills	Read emergent reader texts with purpose and understanding	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.L.2 - Language	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	b. Use commas in greetings and closings of letters. d. Generalize learned spelling patterns when writing words (e.g. cage -- badge; boy -- boil).
2.L.4 - Language	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on second grade reading content.	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)

Supporting Standards:

Standards that are not highly assessed but should be presented if not mastered over the course of a year (or the course)

2.CC.1 - Speaking and Listening	Participate in collaborative conversations with diverse partners about second grade 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 conversation by linking their comments to the remarks of others.
2.PK.6 - Speaking and Listening	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	
2.F.4 - Fluency	Read with sufficient accuracy and fluency to support comprehension.	Not assessed in the NWEA MAP. Tested in AIMSWeb, which has been optional in the district.
2.W.7 - Research to Build and Present Knowledge	Participate in shared research and writing projects.	