



Course Name Second Grade ELA

Approved: August 26, 2024

Unit Title Unit 1, Trimester 1

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.2.D 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. · Decode two-syllable words with long vowels and words with common prefixes and suffixes. · Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. · Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.2.E Read with 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.</p> <p>CC.1.2: Reading Informational Text: Students read, understand, and respond to</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What does it mean to be a good friend? <input type="checkbox"/> What does it mean to fit in or belong someplace? <input type="checkbox"/> Why is it important for people to write about personal memories? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers? <input type="checkbox"/> Why is it important to learn about the animals in our world?
	Acquisition	
<p><i>Students will know...</i> Reading:</p>	<p><i>Students will be skilled at...</i> Reading:</p>	

informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.H Describe how reasons support specific points the author makes in a text.

CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis

- I know the parts of a book and text
- I know the overall structure of a story and a text
- I know how illustrations relate to a story and demonstrate understanding of characters, setting, or plot.
- I know words and phrases supply rhythm and meaning in a story, poem, or song.
- I know that words and phrases have multiple meanings
- I know that letters make sounds and sounds make words.
- I know forming letters and words is a way to communicate in writing.

Writing:

- I know that a narrative tells a story about an experience.
- I know that a narrative has a beginning, middle, and end.

- I can identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- I can ask and answer questions about informational text and literature to demonstrate understanding of key details in a text.
- I can use various text features and search tools to locate key facts or information in a text.
- I can determine the meaning of words and phrases including multiple meaning words.
- I can compare and contrast the most important points presented by two texts on the same topic including different versions of the same story.
- I can engage in group reading activities with purpose and understanding.
- I can read and comprehend literature, literary nonfiction and informational text on grade level, reading independently and proficiently.
- I can recount stories and determine their central message, lesson, or moral.
- I can describe how characters in a story respond to major events and challenges and

on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.

CC.1.5: Speaking and Listening: Students

acknowledge their points of view.

- I can identify letters and sounds for consonants, digraphs and vowels.
- I can identify consonant digraphs, consonant blends, and digraph blends.
- I can spell words, drawing on common spelling patterns.
- I can decode and encode multi-syllable words.
- I can identify various syllable types within words.
- I can decode and encode words with suffixes and prefixes.
- I can decode and encode compound words.

Writing:

- I can write about *one time* when I did something.
- I can sequence a story, using transition words.
- I can bring characters to life using details, talk, and actions.

present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C 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.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize proper nouns. · Use commas and apostrophes appropriately. · Spell words drawing on common spelling patterns. · Consult reference material as needed.

CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize proper nouns. · Use commas and apostrophes appropriately. · Spell words drawing on common spelling patterns. · Consult reference material as needed.

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.Q Choose words and phrases for effect

CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize proper nouns. · Use commas and apostrophes appropriately. · Spell words drawing on common spelling patterns. · Consult reference material as needed.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.



Course Name Second Grade ELA

Unit Title Unit 2, Trimester 2

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.2.D 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. · Decode two-syllable words with long vowels and words with common prefixes and suffixes. · Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. · Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.2.E Read with 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.</p> <p>CC.1.2: Reading Informational Text: Students read, understand, and respond to</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the writer's reason for writing? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers? <input type="checkbox"/> What does it mean to find beauty in the world around you? <input type="checkbox"/> Why is it important to be generous to others? <input type="checkbox"/> Why are folktales important to people? <input type="checkbox"/> What makes books funny? <input type="checkbox"/> Why is it important to face challenges?

<p>informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</p> <p>CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</p> <p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text.</p> <p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis</p>		<input type="checkbox"/> Why is determination important?
Acquisition		
	<p><i>Students will know...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know the parts of a book and text <input type="checkbox"/> I know the overall structure of a story and a text <input type="checkbox"/> I know how illustrations relate to a story and demonstrate understanding of characters, setting, or plot. <input type="checkbox"/> I know words and phrases supply rhythm and meaning in a story, poem, or song. <input type="checkbox"/> I know that words and phrases have multiple meanings <input type="checkbox"/> I know that letters make sounds and sounds make words. <input type="checkbox"/> I know forming letters and words is a way to communicate in writing. <p>Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know that opinion writing gives a well-defined perspective and supporting details. 	<p><i>Students will be skilled at...</i></p> <p>Reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. <input type="checkbox"/> I can ask and answer questions about informational text and literature to demonstrate understanding of key details in a text. <input type="checkbox"/> I can use various text features and search tools to locate key facts or information in a text. <input type="checkbox"/> I can determine the meaning of words and phrases including multiple meaning words. <input type="checkbox"/> I can compare and contrast the most important points presented by two texts on the same topic including different versions of the same story. <input type="checkbox"/> I can engage in group reading activities with purpose and understanding. <input type="checkbox"/> I can read and comprehend literature, literary nonfiction and informational text on grade level, reading independently and proficiently.

on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.

CC.1.5: Speaking and Listening: Students

- I know the importance of forming an opinion and supporting my opinion with reasons.
- I know that an opinion piece has a beginning, middle, and end.

- I can recount stories and determine their central message, lesson, or moral.
- I can describe how characters in a story respond to major events and challenges and acknowledge their points of view.
- I can identify letters and sounds for consonants, digraphs and vowels.
- I can identify consonant digraphs, consonant blends, and digraph blends.
- I can spell words, drawing on common spelling patterns.
- I can decode and encode multi-syllable words.
- I can identify various syllable types within words.
- I can decode and encode words with suffixes and prefixes.
- I can decode and encode compound words.
- I can use a dictionary to determine proper spelling and homophone usage.

Writing:

- I can form and state an opinion between two given topics.

present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C 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.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.2.G Write opinion pieces on familiar topics or texts.

CC.1.4.2.H Identify the topic and state an opinion.

CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

- I can support an opinion with details, reasons, and appropriate content.
- I can write a structured piece, with a beginning, middle and end, that expresses an opinion between two given topics.

CC.1.4.2.E Choose words and phrases for effect.

CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize proper nouns. · Use commas and apostrophes appropriately. · Spell words drawing on common spelling patterns. · Consult reference material as needed.

CC.1.4.2.G Write opinion pieces on familiar topics or texts.

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CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize proper nouns. · Use commas and apostrophes appropriately. · Spell words drawing on common spelling patterns. · Consult reference material as needed.

CC.1.4.2.Q Choose words and phrases for effect

CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize proper nouns. · Use commas and apostrophes appropriately. · Spell words drawing on common spelling patterns. · Consult reference material as needed.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and

strengthen writing as needed by revising and editing.

CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

CC.1.4.2.V Participate in individual or shared research and writing projects.

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

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Course Name Second Grade ELA

Unit Title Unit 3, Trimester 3

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
<p>CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</p> <p>CC.1.1.2.D 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. · Decode two-syllable words with long vowels and words with common prefixes and suffixes. · Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. · Read grade-appropriate irregularly spelled words.</p> <p>CC.1.1.2.E Read with 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.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> read, write, and communicate. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> proficient reading requires word level skills (decoding), an understanding of text structure, and the ability to analyze the author's craft. <input type="checkbox"/> proficient writing requires word level skills (encoding) and an understanding of text structure. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> What is a writer's reason for writing a biography? <input type="checkbox"/> How does an author or illustrator make decisions to interest readers? <input type="checkbox"/> Why is it important to learn about the Earth? <input type="checkbox"/> What makes a community? <input type="checkbox"/> Why is it important to learn about animals in our world? <input type="checkbox"/> What makes fantasy fun to read? <input type="checkbox"/> What is the writer's reason for writing?
<p>CC.1.2: Reading Informational Text: Students read, understand, and respond to</p>	Acquisition	
	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>

informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.H Describe how reasons support specific points the author makes in a text.

CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis

Reading:

- I know the parts of a book and text
- I know the overall structure of a story and a text
- I know how illustrations relate to a story and demonstrate understanding of characters, setting, or plot.
- I know words and phrases supply rhythm and meaning in a story, poem, or song.
- I know that words and phrases have multiple meanings
- I know that letters make sounds and sounds make words.
- I know forming letters and words is a way to communicate in writing.

Writing:

- I know information writing tells true information.
- I know how to write from experiences.
- I know that an informational piece has a beginning, middle, and end.

Reading:

- I can identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- I can ask and answer questions about informational text and literature to demonstrate understanding of key details in a text.
- I can use various text features and search tools to locate key facts or information in a text.
- I can determine the meaning of words and phrases including multiple meaning words.
- I can compare and contrast the most important points presented by two texts on the same topic including different versions of the same story.
- I can engage in group reading activities with purpose and understanding.
- I can read and comprehend literature, literary nonfiction and informational text on grade level, reading independently and proficiently.
- I can recount stories and determine their central message, lesson, or moral.
- I can describe how characters in a story respond to major

on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.

CC.1.5: Speaking and Listening: Students

events and challenges and acknowledge their points of view.

- I can identify letters and sounds for consonants, digraphs and vowels.
- I can identify consonant digraphs, consonant blends, and digraph blends.
- I can spell words, drawing on common spelling patterns.
- I can decode and encode multi-syllable words.
- I can identify various syllable types within words.
- I can decode and encode words with suffixes and prefixes.
- I can decode and encode compound words.
- I can use a dictionary to determine proper spelling and homophone usage.

Writing:

- I can write a structured piece, with a beginning, middle and end, that expresses an opinion between two given topics.
- I can use words and phrases for effect.
- I can use research, experiences, and true facts to teach readers important points about a subject.

present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C 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.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.

CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.4.2.E Choose words and phrases for effect.

CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. · Capitalize proper nouns. · Use commas and apostrophes appropriately. · Spell words drawing on

- I can write a structured piece, with a beginning, middle and end, that gives information about *one topic*.
- I can tell and record ideas using facts, definitions, details, steps, and tips.

common spelling patterns. • Consult reference material as needed.

CC.1.4.2.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.B Identify and introduce the topic.

CC.1.4.2.C Develop the topic with facts and/or definitions

CC.1.4.2.D Group information and provide a concluding statement or section.

CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.4.2.Q Choose words and phrases for effect

CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.V Participate in individual or shared research and writing projects.

CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and

revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

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