

## Second Grade

### Quarter 1

#### Essential Questions:

1. How are phonics skills and context clues used to figure out words you don't know when you read and write.
2. What are the characteristics of fantasy and realistic fiction?
3. What are some different ways we can describe characters in a story? How can a character's actions affect the sequence of events?
4. What are some different ways words or phrases supply rhythm or meaning in a story, poem or song?
5. How do the text and illustration help readers to understand characters, setting, or plot?
6. How do questions such as who, what, where, why and how demonstrate key details in a text?
7. How does knowing common spelling patterns help us spell words correctly?
8. How does phonics and word analysis skills help in decoding words?
9. How do we share with our classmates in a way that they will understand and enjoy what we want to say?
10. How can we use different kinds of sentences in our writing and speaking?
11. How do readers use knowledge of story structure to better understand the events that occur in the beginning, middle and end?

#### Common Core Standards:

##### Literature Skills

- 2.RL.1:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.7:** Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.9:** Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

### **Informational Skills**

- 2.RI.1:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in text.
- 2.RI.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### **Foundational Skills**

- 2.RF.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.
- 2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- 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.

### **Writing**

- 2.W.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.

### **Speaking and Listening**

- 2.SL.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.)

**2.SL.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

***Language***

**2.L.1:** Demonstrate command of the convention of standard English grammar and usage when

a. 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.L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

a. Use an apostrophe to form contractions and frequently occurring possessives.

**Essential Vocabulary:**

produce	compare	explain	author	medial	sequence	draft	purpose
expand	contrast	describe	vowel	persuade	topic	plurals	inform
distinguish	confirm	expression	audience	irregular	entertain	setting	punctuation
recount	demonstrate	context	compound word		rearrange	identify	appropriate

**Students Will Be Able To:**

1. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2. Use information gained from the illustrations and text to demonstrate understanding of character, setting, or plot.
3. Compare and contrast two or more versions of the same story.
4. Ask and answer who, what, where, when, why and how questions to demonstrate understanding of key details in text.
5. Identify the main purpose of a text, including the author's meaning.
6. Know and apply grade-level phonics and word analysis skills in decoding words.
7. Distinguish long and short vowels when reading regularly spelled one-syllable words.
8. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
9. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
10. Follow agreed-upon rules for discussion.
11. Ask and answer questions about key details in a text or read aloud.

12. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
13. Produce, expand and rearrange complete simple and compound sentences.
14. Use an apostrophe to form contractions and frequently occurring possessives.
15. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
16. Identify real-life connections between words and their use.
17. Create and write a narrative essay using temporal words to signal event order.

## Second Grade

### Quarter 2

#### Essential Questions:

1. Why is it important to ask ourselves questions and seek the answers in the text while reading?
2. How can we determine the central message, lesson, or moral in a story?
3. What are some different ways we can describe characters in a story? How can a character's actions affect the sequence of events?
4. What are some different ways words or phrases supply rhythm or meaning in a story, poem or song?
5. How can we describe the overall structure of a story? What are the most important elements of a story?
6. How can the illustrations of a text contribute to our understanding of the characters, plot and setting?
7. How do the text and illustrations help readers to understand characters, setting, or plot?
8. What are some different strategies we can use to enhance our reading and comprehension skills?
9. How does asking and answering who, what, where, when, why, and how questions help us better understand what we read?
10. How do questions such as who, what where, when, why and how demonstrate key details in a text?
11. How can we determine the connection between a series of historical events, scientific ideas, or steps in a technical procedure?
12. What strategies can we use to determine the meaning of unknown words or phrases in our text?
13. What are the various text features that can help us locate key facts or certain information quickly?
14. How do specific images contribute to and clarify the meaning of a text?
15. Why is it important to be able to apply phonics and word analysis skills when we decode words as we read?
16. How does knowing common spelling patterns help us spell words correctly?
17. How does phonics and word analysis skills help in decoding words?
18. What are some important elements we need to include when writing an informative/explanatory text?
19. Why is it important to include facts, definitions and details when writing an informative or explanatory text?
20. Why is it important to include a concluding statement or sense of closure when we write?
21. How do we share with our classmates in a way that they will understand and enjoy what we want to say?
22. How can we use different kinds of sentences in our writing and speaking?

## **Common Core Standards:**

### **Reading Literature**

- 2.RL.1:** Ask and answer questions such as who, what where, when, why, and how to demonstrate understanding of key details in text.
- 2.RL.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.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.RL.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.RL.7:** Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.9:** Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

### **Informational Text**

- 2.RI.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures of a text.
- 2.RI.4:** Determine the meaning of words and phrases in a text relevant to a grade 2-topic subject area.
- 2.RI.5:** Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts in a text efficiently.
- 2.RI.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7:** Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.

### **Foundational Skills**

**2.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Identify words with inconsistent but common spelling-sound correspondences.
- e. Recognize and read grade-appropriate irregularly spelled words.

**2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

**2.W.2:** Write informative/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**2.W.3:** Write narratives in which they recount well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal order, and provide a sense of closure.

**2.W.8:** Recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening**

**2.SL.1:** Participate in collaborative conversations with diverse partners about *grade 2 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. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**2.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**2.SL.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.

**2.SL.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**2.SL.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

***Language***

**2.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Form and use frequently occurring irregular plural nouns (elf, feet, children, teeth, mice, fish)
- b. Use adjectives and adverbs, and choose between them depending on what is being modified.
- c. 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:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use an apostrophe to form contractions and frequently occurring possessives.
- c. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**2.L.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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).

**Essential Vocabulary:**

produce	compare	explain	connection	expand	contrast	describe
determine	distinguish	confirm	expression	locate	recount	demonstrate
context	contribute	rearrange	identify	appropriate	recognize	purpose
informative	explanatory	narratives	recall	clarification	utilize	

**Students Will Be Able To:**

1. Ask and answer questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.



3. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
4. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
5. Use information gained from the illustrations and text to demonstrate understanding of character, setting, or plot.
6. Compare and contrast two or more versions of the same story.
7. Ask and answer who, what, where, when, why and how questions to demonstrate understanding of key details in text.
8. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text.
9. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
10. Know and use various text features to locate key facts or information in a text efficiently.
11. Identify the main purpose of a text, including the author's meaning.
12. Explain how specific images contribute to and clarify a text.
13. Know and apply grade-level phonics and word analysis skills in decoding words.
14. Distinguish long and short vowels when reading regularly spelled one-syllable words.
15. Identify words with inconsistent but common spelling-sound correspondences.
16. Recognize and read grade-appropriate irregularly spelled words.
17. Read on-level text with purpose and understanding.
18. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
19. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
20. Write informative/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.
21. 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.
22. Recall information from experiences or gather information from provided sources to answer a question.
23. Follow agreed-upon rules for discussion.
24. Ask for clarification and further explanation as needed about the topics and texts under discussion.
25. Ask and answer questions about key details in a text or read aloud.
26. 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.
27. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent

sentences.

28. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
29. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
30. Form and use frequently occurring irregular plural nouns.
31. Use adjectives and adverbs, and choose between them depending on what is to be modified.
32. Produce, expand and rearrange complete simple and compound sentences.
33. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
34. Capitalize holidays, product names, and geographic names.
35. Use an apostrophe to form contractions and frequently occurring possessives.
36. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
37. Use sentence-level context as a clue to the meaning of a word or phrase.
38. Use a known root word as a clue to the meaning of an unknown word with the same root.
39. Identify real-life connections between words and their use.

## Second Grade

### Quarter 3

#### Essential Questions:

1. Why is it important to ask ourselves questions and seek the answers in the text while reading?
2. How can we determine the central message, lesson, or moral in a story?
3. What are some different ways we can describe characters in a story? How can a character's actions affect the sequence of events?
4. What are some different ways words or phrases supply rhythm or meaning in a story, poem or song?
5. How can we describe the overall structure of a story? What are the most important elements of a story?
6. Why do certain characters have different points of view?
7. How can the illustrations of a text contribute to our understanding of the characters, plot and setting?
8. How can we compare and contrast two different versions of a story written by different authors?
9. How do the text and illustrations help readers to understand characters, setting, or plot?
10. What are some different strategies we can use to enhance our reading and comprehension skills?
11. How does asking and answering who, what, where, when, why, and how questions help us better understand what we read?
12. How do questions such as who, what where, when, why and how demonstrate key details in a text?
13. How can we determine the connection between a series of historical events, scientific ideas, or steps in a technical procedure?
14. What strategies can we use to determine the meaning of unknown words or phrases in our text?
15. What are the various text features that can help us locate key facts or certain information quickly?
16. How can we determine the main purpose of a text?
17. How do specific images contribute to and clarify the meaning of a text?
18. How can we identify particular reasons an author uses to support specific points in a text?
19. How can we compare and contrast the most important points presented by two texts on the same topic?
20. Why is it important to be able to apply phonics and word analysis skills when we decode words as we read?
21. Why is it important to read fluently and accurately to support our comprehension?
22. How does knowing common spelling patterns help us spell words correctly?
23. How does phonics and word analysis skills help in decoding words?
24. What are some important elements we need to include when writing an informative/explanatory text?

25. What are some important elements we need to include when writing a narrative text?
26. Why is it important to include facts, definitions and details when writing an informative or explanatory text?
27. Why is it important to include a concluding statement or sense of closure when we write?
28. What are some different steps of the writing process? Why is it important to follow these steps?
29. What are some different ways we can use technology to produce, publish, and enhance our writing?
30. How do we share with our classmates in a way that they will understand and enjoy what we want to say?
31. How can we use different kinds of sentences in our writing and speaking?

### **Common Core Standards:**

#### **Reading Literature**

- 2.RL.1:** Ask and answer questions such as who, what where, when, why, and how to demonstrate understanding of key details in text.
- 2.RL.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.3:** Describe how characters in a story respond to major events and challenges.
- 2.RL.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.RL.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.RL.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue.
- 2.RL.7:** Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.9:** Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

### **Informational Text**

- 2.RI.1:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in text.
- 2.RI.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures of a text.
- 2.RI.4:** Determine the meaning of words and phrases in a text relevant to a grade 2-topic subject area.
- 2.RI.5:** Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts in a text efficiently.
- 2.RI.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7:** Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- 2.RI.8:** Describe how reasons support specific points the author makes in a text.
- 2.RI.9:** Compare and contrast the most important points presented by two texts on the same topic.

### **Foundational Skills**

- 2.RF.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 words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Recognize and read grade-appropriate irregularly spelled words.
- 2.RF.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.

## **Writing**

**2.W.1:** Write opinion pieces, in which they introduce the topic or name 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.

**2.W.2:** Write informative/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**2.W.3:** Write narratives in which they recount well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal order, and provide a sense of closure.

**2.W.5:** With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing.

**2.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

**2.W.8:** Recall information from experiences or gather information from provided sources to answer a question.

## **Speaking and Listening**

**2.SL.1:** Participate in collaborative conversations with diverse partners about *grade 2 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 conversations by linking their comments and remarks to others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**2.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**2.SL.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.

**2.SL.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**2.SL.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.

**2.SL.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Language**

**2.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g. group)
- b. Form and use frequently occurring irregular plural nouns (e.f. feet, children, teeth, mice, fish)
- d. Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)
- e. Use adjectives and adverbs, and choose between them depending on what is being modified.
- 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:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in the greetings and closings of letters.
- 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)
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**2.L.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.

- 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)
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).

**2.L.5:** 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).

b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, skinny, slender).

**Essential Vocabulary:**

produce	compare	explain	connection	expand	contrast	describe
determine	distinguish	confirm	expression	locate	recount	demonstrate
context	contribute	rearrange	identify	appropriate	recognize	purpose
informative	explanatory	narratives	recall	clarification	utilize	acknowledge
support	decode	opinion	linking words	connect	revise	edit
collaboration	create	generalize	clarify			

**Students Will Be Able To:**

1. Ask and answer questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue.
7. Use information gained from the illustrations and text to demonstrate understanding of character, setting, or plot.
8. Compare and contrast two or more versions of the same story.
9. Ask and answer who, what, where, when, why and how questions to demonstrate understanding of key details in text.
10. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text.
11. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
12. Know and use various text features to locate key facts or information in a text efficiently.
13. Identify the main purpose of a text, including the author's meaning.
14. Explain how specific images contribute to and clarify a text.
15. Describe how reasons support specific points the author makes in a text.
16. Compare and contrast the most important points presented by two texts on the same topics.



17. Know and apply grade-level phonics and word analysis skills in decoding words.
18. Distinguish long and short vowels when reading regularly spelled one-syllable words.
19. Know spelling-sound correspondences for additional common vowel teams.
20. Decode words with common prefixes and suffixes.
21. Identify words with inconsistent but common spelling-sound correspondences.
22. Recognize and read grade-appropriate irregularly spelled words.
23. Read on-level text with purpose and understanding.
24. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
25. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
26. Write opinion pieces, in which they introduce the topic or name the 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 or section.
27. Write informative/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.
28. 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.
29. With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing.
30. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
31. Recall information from experiences or gather information from provided sources to answer a question.
32. Follow agreed-upon rules for discussion.
33. Build on others' talk in conversations by linking their comments to the remarks of others.
34. Ask for clarification and further explanation as needed about the topics and texts under discussion.
35. Ask and answer questions about key details in a text or read aloud.
36. 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.
37. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
38. 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.

39. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
40. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
41. Use collective nouns.
42. Form and use frequently occurring irregular plural nouns.
43. Form and use the past tense of frequently occurring irregular verbs.
44. Use adjectives and adverbs, and choose between them depending on what is to be modified.
45. Produce, expand and rearrange complete simple and compound sentences.
46. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
47. Capitalize holidays, product names, and geographic names.
48. Use commas in greetings and closings of letters.
49. Use an apostrophe to form contractions and frequently occurring possessives.
50. Generalize learned spelling patterns when writing words.
51. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
52. 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.
53. Use sentence-level context as a clue to the meaning of a word or phrase.
54. Determine the meaning of the new word formed when a known prefix is added to a known word.
55. Use a known root word as a clue to the meaning of an unknown word with the same root.
56. Identify real-life connections between words and their use.
57. Distinguish shades of meaning among closely related verbs and closely related adjectives.

## Second Grade

### Quarter 4

#### Essential Questions:

1. Why is it important to ask ourselves questions and seek the answers in the text while reading?
2. How can we determine the central message, lesson, or moral in a story?
3. What are some different ways we can describe characters in a story? How can a character's actions affect the sequence of events?
4. What are some different ways words or phrases supply rhythm or meaning in a story, poem or song?
5. How can we describe the overall structure of a story? What are the most important elements of a story?
6. Why do certain characters have different points of view?
7. How can the illustrations of a text contribute to our understanding of the characters, plot and setting?
8. How can we compare and contrast two different versions of a story written by different authors?
9. How do the text and illustrations help readers to understand characters, setting, or plot?
10. What are some different strategies we can use to enhance our reading and comprehension skills?
11. How does asking and answering who, what, where, when, why, and how questions help us better understand what we read?
12. How do questions such as who, what where, when, why and how demonstrate key details in a text?
13. How can we determine the main topic of a multipara graph text?
14. How can we determine the connection between a series of historical events, scientific ideas, or steps in a technical procedure?
15. What strategies can we use to determine the meaning of unknown words or phrases in our text?
16. What are the various text features that can help us locate key facts or certain information quickly?
17. How can we determine the main purpose of a text?
18. How do specific images contribute to and clarify the meaning of a text?
19. How can we identify particular reasons an author uses to support specific points in a text?
20. How can we compare and contrast the most important points presented by two texts on the same topic?
21. What are some different strategies we can use to enhance our reading and comprehension skills?
22. Why is it important to be able to apply phonics and word analysis skills when we decode words as we read?
23. Why is it important to read fluently and accurately to support our comprehension?
24. What are some important elements we need to include when writing an opinion piece?

25. How does knowing common spelling patterns help us spell words correctly?
26. How does phonics and word analysis skills help in decoding words?
27. What are some important elements we need to include when writing an informative/explanatory text?
28. What are some important elements we need to include when writing a narrative text?
29. Why is it important to include facts, definitions and details when writing an informative or explanatory text?
30. Why is it important to include a concluding statement or sense of closure when we write?
31. How does using descriptions of thoughts, feelings, and actions enhance our writing?
32. What are some different steps of the writing process? Why is it important to follow these steps?
33. What are some different ways we can use technology to produce, publish, and enhance our writing?
34. How do we share with our classmates in a way that they will understand and enjoy what we want to say?
35. How can we use different kinds of sentences in our writing and speaking?

### **Common Core Standards:**

#### **Reading Literature**

- 2.RL.1:** Ask and answer questions such as who, what where, when, why, and how to demonstrate understanding of key details in text.
- 2.RL.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.3:** Describe how characters in a story respond to major events and challenges.
- 2.RL.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.RL.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.RL.6:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue.
- 2.RL.7:** Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RL.9:** Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.
- 2.RL.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.

### **Informational Text**

- 2.RI.1:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in text.
- 2.RI.2:** Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text.
- 2.RI.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures of a text.
- 2.RI.4:** Determine the meaning of words and phrases in a text relevant to a grade 2-topic subject area.
- 2.RI.5:** Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts in a text efficiently.
- 2.RI.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- 2.RI.7:** Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.
- 2.RI.8:** Describe how reasons support specific points the author makes in a text.
- 2.RI.9:** Compare and contrast the most important points presented by two texts on the same topic.
- RI.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Foundational Skills**

- 2.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.
- 2.RF.4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### ***Writing***

**2.W.1:** Write opinion pieces, in which they introduce the topic or name 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.

**2.W.2:** Write informative/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**2.W.3:** Write narratives in which they recount well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal order, and provide a sense of closure.

**2.W.5:** With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and editing.

**2.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

**2.W.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).

**2.W.8:** Recall information from experiences or gather information from provided sources to answer a question.

### ***Speaking and Listening***

**2.SL.1:** Participate in collaborative conversations with diverse partners about grade 2 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 conversations by linking their comments and remarks to others.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**2.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- 2.SL.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.
- 2.SL.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.SL.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.
- 2.SL.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

- 2.L.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.f. feet, children, teeth, mice, fish)
  - Use reflexive nouns (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 being 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.)
- 2.L.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 the 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.
- 2.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English.
- 2.L.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)

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).

**2.L.5:** 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)

b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, skinny, slender)

**2.L.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).

**Essential Vocabulary:**

produce	compare	explain	connection	expand	contrast	describe
determine	distinguish	confirm	expression	locate	recount	demonstrate
context	contribute	rearrange	identify	appropriate	recognize	purpose
informative	explanatory	narratives	recall	clarification	utilize	acknowledge
support	decode	opinion	linking words	connect	revise	edit
collaboration	create	generalize	clarify	multipara graph		
comprehend	accuracy	fluency	participate	conventions		

**Students Will Be Able To:**

1. Ask and answer questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.
4. Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue.
7. Use information gained from the illustrations and text to demonstrate understanding of character, setting, or plot.
8. Compare and contrast two or more versions of the same story.
9. Read and comprehend literature, including stories and poetry.



10. Ask and answer who, what, where, when, why and how questions to demonstrate understanding of key details in text.
11. Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text.
12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in text.
13. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
14. Know and use various text features to locate key facts or information in a text efficiently.
15. Identify the main purpose of a text, including the author's meaning.
16. Explain how specific images contribute to and clarify a text.
17. Describe how reasons support specific points the author makes in a text.
18. Compare and contrast the most important points presented by two texts on the same topics.
19. Read and comprehend informational texts, including history/social studies, science, and technical texts.
20. Know and apply grade-level phonics and word analysis skills in decoding words.
21. Distinguish long and short vowels when reading regularly spelled one-syllable words.
22. Know spelling-sound correspondences for additional common vowel teams.
23. Decode regularly spelled two-syllable words with long vowels.
24. Decode words with common prefixes and suffixes.
25. Identify words with inconsistent but common spelling-sound correspondences.
26. Recognize and read grade-appropriate irregularly spelled words.
27. Read with sufficient accuracy and fluency to support comprehension.
28. Read on-level text with purpose and understanding.
29. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
30. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
31. Write opinion pieces, in which they introduce the topic or name the 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 or section.
32. Write informative/explanatory texts in which they name a topic, use facts and definitions to develop points, and provide a concluding statement or section.
33. 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.
34. With guidance and support from adults and peers, focus on a topic, and strengthen writing as needed by revising and

editing.

35. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
36. Participate in shared research and writing projects.
37. Recall information from experiences or gather information from provided sources to answer a question.
38. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
39. Follow agreed-upon rules for discussion.
40. Build on others' talk in conversations by linking their comments to the remarks of others.
41. Ask for clarification and further explanation as needed about the topics and texts under discussion.
42. Ask and answer questions about key details in a text or read aloud.
43. 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.
44. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
45. 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.
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50. Use reflexive nouns.
51. Form and use the past tense of frequently occurring irregular verbs.
52. Use adjectives and adverbs, and choose between them depending on what is to be modified.
53. Produce, expand and rearrange complete simple and compound sentences.
54. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
55. Capitalize holidays, product names, and geographic names.
56. Use commas in greetings and closings of letters.
57. Use an apostrophe to form contractions and frequently occurring possessives.
58. Generalize learned spelling patterns when writing words.

59. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
60. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
61. Compare formal and informal uses of English.
62. 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.
63. Use sentence-level context as a clue to the meaning of a word or phrase.
64. Determine the meaning of the new word formed when a known prefix is added to a known word.
65. Use a known root word as a clue to the meaning of an unknown word with the same root.
66. Demonstrate understanding of word relationships and nuances in word meanings.
67. Identify real-life connections between words and their use.
68. Distinguish shades of meaning among closely related verbs and closely related adjectives.
69. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.