

## **2021-2022 Second Grade ELA Quarter 1**

**Module 0:** Introduction to Wit & Wisdom

**Number of lessons in Module:** 6

**Number of Days in Quarter:** 42 (Does not include the first 1/2 day.)

### **Essential Question:**

- How does reading help us build knowledge?

### **Student Understandings:**

- Reading texts can be challenging, and it takes hard work and dedication. The lasting knowledge that reading can build, however, is worth the effort.
- People have different talents and learn in different ways.

### **Module Learning Goals:**

- Read, enjoy, and analyze literary texts and visual art.
- Experience Wit & Wisdom's lesson structure.
- Engage with Focusing Questions, Content Framing Questions, and Craft Questions.
- Develop classroom culture and construct systems for a knowledge-building, text-focused community.

### **Module Knowledge Goals:**

- Analyze the role of perseverance in achieving challenging goals.
- Recognize that difficult goals are often worth the effort they take to achieve.
- Practice and reflect on instructional routines and strategies.
- Explain the role reading plays in building knowledge.

## **Module 1/Quarter 1: A Season of Change**

**Number of lessons in Module:** 32

**Number of Days in Quarter:** 42 (Does not include the first 1/2 day.)

### **Standards**

How to read this document

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### **Foundational Skills Block Quarter 1: Utilizing TDOE Foundational Skills Curriculum**

**2.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

- Students know and apply grade-level phonics and word analysis skills in decoding words.

**2.FL.PWR.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by correctly using long and short vowels when reading CVC words.

**2. FL.PWR.3b** Know spelling-sound correspondences for additional common vowel teams.

- Students know and apply grade-level phonics and word analysis skills in decoding words by using common vowel teams.

**2.FL.PWR.3c** Decode regularly spelled two-syllable words with long vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding two-syllable words with long vowels.

**2.FL.PWR.3d** Decode words with common prefixes and suffixes.

- Students know and apply grade-level phonics and word analysis skills in decoding words with common prefixes and suffixes.

**2.FL.PWR.3e** Identify words with inconsistent but common spelling-sound correspondences.

- Students know and apply grade-level phonics and word analysis skills in decoding words with inconsistent but common spelling-sound correspondences.

**2.FL.PWR.3f** Recognize and read grade-appropriate irregularly spelled words.

- Students know and apply grade-level phonics and word analysis skills in reading grade-appropriate irregularly spelled words.

**2.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by generalizing learned spelling patterns when writing words.

**2.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.

- Students read with sufficient accuracy and fluency to support comprehension.

**2.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade-level text with purpose and understanding.

**2.FL.F.5b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level text orally with accuracy, appropriate rate, and also expression on successive readings.

**2.FL.F.5c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read with sufficient accuracy and fluency to support comprehension while using context to confirm or self-correct understanding, rereading as necessary.

## **Knowledge Block Quarter 1: Utilizing Wit & Wisdom**

### **Foundational Reading Standards:**

**2.FL.SC.6e** Use adjectives and adverbs correctly.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*This standard is also explicitly taught in quarter 3.*

**2.FL.SC.6f** Produce, expand, and rearrange simple and compound sentences.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by being able to produce, expand, and rearrange 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).

*Continuing standard.*

**2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

- Students 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).

*Continuing standard.*

### **Reading Standards for Literature:**

**2.RL.KID.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Students ask and answer questions about key details in a text.

*This standard is not explicitly taught again this year.*

**2.RL.KID.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Students identify the central message, lesson, or moral of a story, including fables and folktales, then chronologically recount the main events, including just the most important information, not every single detail.

*This standard is also taught in quarter 2.*

**2.RL.CS.5** Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

- When describing how stories are organized, students include how the beginning introduces the story and the ending concludes it.

*This standard is not explicitly taught again this year.*

**2.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of literary texts in the grades 2 – 3 text complexity band, receiving help only when needed at the high end of the band.

*Continuing standard.*

### **Reading Standards for Informational Text:**

**2.RI.KID.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Students ask and answer questions about key details in a text.

*This standard is not explicitly taught again this year.*

**2.RI.KID.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.

- Students identify the main topic of a multi-paragraph text, then recount the key ideas, details, and events in each paragraph that help explain the main topic, including just the important information, not every single detail.

*This standard is also taught in quarter 2.*

**2.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of informational texts in the grades 2 – 3 text complexity band,

*Continuing standard.*

### **Speaking and Listening Standards:**

**2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

- Students have conversations with classmates and adults in large and small groups, follow

*This standard is not explicitly taught again this year.*

### **Writing Standards:**

**2.W.TP.2** Write informative/explanatory texts.

- Students write informative/explanatory texts in which they introduce a topic, use facts and

*This standard is also taught in quarter 2.*

**2.W.PDW.5**

- With guidance and support from adults and peers, students focus on a topic and strengthen

*This standard is also taught in quarter 2.*

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

- Students use information from print, digital sources, or experiences they've had to answer a question.

*This standard is also taught in quarters 2, 3, and 4.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin."

## **2021-2022 Second Grade ELA Quarter 2**

**Module 2/Quarter 2: The American West**

**Number of lessons in Module: 32**

**Number of Days in Quarter: 41** (Does not include the 1/2 day before the winter break.)

### **Standards**

How to read this document

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### **Foundational Skills Block Quarter 2: Utilizing TDOE Foundational Skills Curriculum**

**2.FL.PWR.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by correctly using long and short vowels when reading CVC words.

**2. FL.PWR.3b** Know spelling-sound correspondences for additional common vowel teams.

- Students know and apply grade-level phonics and word analysis skills in decoding words by using common vowel teams.

**2.FL.PWR.3c** Decode regularly spelled two-syllable words with long vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding two-syllable words with long vowels.

**2.FL.PWR.3d** Decode words with common prefixes and suffixes.

- Students know and apply grade-level phonics and word analysis skills in decoding words with common prefixes and suffixes.

**2.FL.PWR.3f** Recognize and read grade-appropriate irregularly spelled words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading grade-level irregularly spelled words.

**2.FL.WC.4a** Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for one-syllable words using position-based patterns, consonant blends, less common vowel teams, vowel-r combinations, contractions, homophones, plurals, and possessives.

**2.FL.WC.4c** Spell words with suffixes that require consonant doubling, dropping silent -e, changing y to i.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling words with suffixes by doubling the consonant, dropping the silent -e, and changing the y to i when necessary.

**2.FL.WC.4d** Write most common, frequently used words and most irregular words.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing frequently used words and most irregularly spelled words.

**2.FL.WC.4e** Consult reference materials, including beginning dictionaries, to check and correct spelling.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling by consulting beginner dictionaries to check and correct spelling.

**2.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.

- Students read with sufficient accuracy and fluency to support comprehension.

**2.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade-level text with purpose and understanding.

**2.FL.F.5b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level text orally with accuracy, appropriate rate, and also expression on successive readings.

**2.FL.F.5c** Use context to confirm or self-correct word recognition and

- Students read with sufficient accuracy and fluency to support comprehension while using context to confirm or self-correct understanding, rereading as necessary.

## **Knowledge Block Quarter 2: Utilizing Wit & Wisdom**

### **Foundational Literacy Standards:**

**2.FL.SC.6a** Use collective nouns.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using collective nouns (e.g., group).

*This standard is not explicitly taught again this year.*

**2.FL.SC.6b** Form and use frequently occurring irregular plural nouns.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by forming and using irregular plural nouns (e.g., feet, children, teeth, mice, fish).

*This standard is not explicitly taught again this year.*

**2.FL.SC.6h** Capitalize holidays, product names, and geographic names.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*This standard is not explicitly taught again this year.*

**2.FL.VA.7.a.i** Use sentence-level context as a clue to the meaning of a word or phrase.

- Students independently 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.

*This standard is not explicitly taught again this year.*

**2.FL.VA.7.iii** Determine the meaning of the new word formed when a known affix is added to a known word.

- Students independently 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. Students also use a known prefix to figure out the meaning of an unknown word (e.g., happy/unhappy, tell/retell).

*This standard is not explicitly taught again this year.*

**2.FL.VA.7.iiiii** Use a known root word as a clue to the meaning of an unknown word with the same root.

- Students independently 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. Students use a known root word to figure out the meaning of a word with the same root (e.g., addition, additional).

*This standard is not explicitly taught again this year.*

**2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

- Students use words and phrases acquired through conversations, reading and being read to, teams. and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).

*Continuing standard.*

### **Reading Standards for Literature:**

**2.RL.KID.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- Students identify the central message, lesson, or moral of a story, including fables and folktales, then chronologically recount the main events, including just the most important information, not every single detail.

*This standard is not explicitly taught again this year.*

**2.RL.KID.3** Describe how characters in a story respond to major events and challenges.

- Students describe how characters respond to major events and challenges.

*This standard is not explicitly taught again this year.*

**2.RL.IKI.9** Compare and contrast two or more versions of the same story by different authors or different cultures.

- Students compare and contrast two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

*This standard is not explicitly taught again this year.*

**2.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of literary texts in the grades 2 – 3 text complexity band, receiving help only when needed at the high end of the band.

*Continuing standard.*

### **Reading Standards for Informational Text:**

**2.RI.CS.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- Students determine the meaning of words or phrases in a text that are relevant to a content-area topic.

*This standard is not explicitly taught again this year.*

**2.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of informational texts in the grades 2 – 3 text complexity band, receiving help only when needed at the high end of the band.

*Continuing standard.*

### **Speaking and Listening Standards:**

**2.SL.PKI.5** Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.

- Students create audio recordings of stories or poems and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

*This standard is not explicitly taught again this year.*

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

- Students speak in complete sentences when appropriate to the task and situation.

*This standard is not explicitly taught again this year.*

### **Writing Standards:**

**2.W.TP.2** Write informative/explanatory texts.

- Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

*This standard is not explicitly taught again this year.*

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

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

*This standard is not explicitly taught again this year.*

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



- With guidance and support from adults and peers, students use a variety of digital tools to produce and publish writing, and to interact and collaborate with peers.

*This standard is not explicitly taught again this year.*

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

- Students use information from print, digital sources, or experiences they've had to answer a question.

*This standard is not explicitly taught again this year.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2:

## **2021-2022 Second Grade ELA Quarter 3**

**Module 3/Quarter 3: Civil Rights Heroes**

**Number of lessons in Module: 32**

**Number of Days in Quarter: 42**

### **Standards**

How to read this document

- Strand
- Standard
- Explanation
- When it is taught (Knowledge Block Standards)

### **Foundational Skills Block Quarter 3: Utilizing TDOE Foundational Skills Curriculum**

**2.FL.PWR.3d** Decode words with common prefixes and suffixes.

- Students know and apply grade-level phonics and word analysis skills in decoding words with common prefixes and suffixes.

**2.FL.PWR.3e** Identify words with inconsistent but common spelling-sound correspondences.

- Students know and apply grade-level phonics and word analysis skills in decoding words with inconsistent but common spelling-sound correspondences.

**2.FL.PWR.3f** Recognize and read grade-appropriate irregularly spelled words.

- Students know and apply grade-level phonics and word analysis skills in reading grade-appropriate irregularly spelled words.

**2.FL.WC.4a** Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives."

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for one-syllable words using position-based patterns, consonant blends, less common vowel teams, vowel-r combinations, contractions, homophones, plurals, and possessives.

**2.FL.WC.4b** Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for regularly spelled two- and three-syllable words with multiple syllable types, compounds, and common prefixes and derivational suffixes.

**2.FL.WC.4f** Print legibly in manuscript; write many upper and lowercase letters in cursive. (Use Zaner-Bloser Handwriting)

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by printing all upper and lowercase letters and applying this knowledge when writing. Additionally, students write many upper and lowercase letters in cursive.

**2.FL.WC.4d** Write most common, frequently used words and most irregular words.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing frequently used words and most irregularly spelled words.

**2.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.

- Students read with sufficient accuracy and fluency to support comprehension.

**2.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade-level text with purpose and understanding.

**2.FL.F.5c** Use context to confirm or self-correct word recognition and

- Students read with sufficient accuracy and fluency to support comprehension while using context to confirm or self-correct understanding, rereading as necessary.

### **Knowledge Block Quarter 3: Utilizing Wit & Wisdom**

#### **Foundational Literacy Standards:**

**2.FL.SC.6e** Use adjectives and adverbs correctly

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

*This standard is not explicitly taught again this year.*

**2.FL.SC.6f** Produce, expand, and rearrange simple and compound sentences.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by being able to 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).

*Continuing standard.*

**2.FL.VA.7.a.iv** Use knowledge of the meaning of individual words to predict the meaning of compound words.

- Students independently 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 and use knowledge of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly).

*This standard is not explicitly taught again this year.*

**2.FL.VA.7.b.ii** Distinguish shades of meaning among closely related words.

- Students demonstrate understanding of word relationships and nuances in word meanings and recognize the slight differences in the meanings of closely related verbs and adjectives and how those differences might change the meaning of a sentence or passage.

*This standard is not explicitly taught again this year.*

**2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

- Students 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).

*Continuing standard.*

### **Reading Standards for Literature:**

**2.RL.CS.4** Describe how words and phrases supply meaning in a story, poem, or song.

- Students determine the meaning of words and phrases in a story, poem, or song, and how they supply meaning.

*This standard is not explicitly taught again this year.*

**2.RL.KID.6** Students determine the differences in the ways characters think and act in each scene of the story.

- Students describe how characters respond to major events and challenges.

*This standard is not explicitly taught again this year.*

**2.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of literary texts in the grades 2 – 3 text complexity band, receiving help only when needed at the high end of the band.

*Continuing standard.*

### **Reading Standards for Informational Text:**

**2.RI.IKI.7** Identify and explain how illustrations and words contribute to and clarify a text.

- Students explain how the illustrations and the words in a print or digital text describe the characters, setting, and plot.

*This standard is not explicitly taught again this year.*

**2.RI.IKI.9** Compare and contrast two or more versions of the same story by different authors or different cultures.

- Students compare and contrast two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

*This standard is not explicitly taught again this year.*

**2.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of informational texts in the grades 2 – 3 text complexity band, receiving help only when needed at the high end of the band.

*Continuing standard.*

### **Speaking and Listening Standards:**

**2.SL.CC.1** Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.

- Students have conversations with classmates and adults in large and small groups, follow class norms for discussions, build on one another's talk by linking comments to the remarks of others, and ask for clarification and explanations when needed.

*This standard is not explicitly taught again this year.*

**2.SL.CC.3** Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.

- Students 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.

*This standard is not explicitly taught again this year.*

### **Writing Standards:**

**2.W.TTP.3** Write narratives recounting an event or short sequence of events.

- Students 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.

*This standard is not explicitly taught again this year.*

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

- Students use information from print, digital sources, or experiences they've had to answer a question.

*This standard is also taught in quarters 2, 3, and 4.*

**Explanations citation:** Blauman, L., & Burke, J. (2017). Your literacy standards companion, grades K-2: What they mean and how to teach them. Thousand Oaks, CA: Corwin."

## **2021-2022 Second Grade ELA Quarter 4**

**Module 4/Quarter 4:** Good Eating

**Number of lessons in Module:** 32

**Number of Days in Quarter:** 46 (Does not include the last 1/2 day.)

### **Standards**

How to read this document

- Strand
- Standard
- Explanation

### **Foundational Skills Block Quarter 4: Utilizing TDOE Foundational Skills Curriculum**

**2.FL.PWR.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by correctly using long and short vowels when reading CVC words.

**2. FL.PWR.3b** Know spelling-sound correspondences for additional common vowel teams.

- Students know and apply grade-level phonics and word analysis skills in decoding words by using common vowel teams.

**2.FL.PWR.3c** Decode regularly spelled two-syllable words with long vowels.

- Students know and apply grade-level phonics and word analysis skills in decoding two-syllable words with long vowels.

**2.FL.PWR.3e** Identify words with inconsistent but common spelling-sound correspondences.

- Students know and apply grade-level phonics and word analysis skills in decoding words with inconsistent but common spelling-sound correspondences.

**2.FL.PWR.3f** Recognize and read grade-appropriate irregularly spelled words.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading grade-level irregularly spelled words.

**2.FL.PWR.3g** Decode grade-level texts with purpose and understanding.

- Students know and apply grade-level phonics and word analysis skills in decoding words by reading grade-level texts with purpose and understanding.

**2.FL.WC.4a** Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives."

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for one-syllable words using position-based patterns, consonant blends, less common vowel teams, vowel-r combinations, contractions, homophones, plurals, and possessives.

**2.FL.WC.4d** Write most common, frequently used words and most irregular words.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing frequently used words and most irregularly spelled words.

**2.FL.WC.4f** Print legibly in manuscript; write many upper and lowercase letters in cursive. (Use Zaner-Bloser Handwriting)

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by printing all upper and lowercase letters and applying this knowledge when writing. Additionally, students write many upper and lowercase letters in cursive.

**2.FL.F.5** Read with sufficient accuracy and fluency to support comprehension.

- Students read with sufficient accuracy and fluency to support comprehension.

**2.FL.F.5a** Read grade-level text with purpose and understanding.

- Students read grade-level text with purpose and understanding.

**2.FL.F.5b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Students read grade-level text orally with accuracy, appropriate rate, and also expression on successive readings.

**2.FL.F.5c** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

- Students read with sufficient accuracy and fluency to support comprehension while using context to confirm or self-correct understanding, rereading as necessary.

#### **Knowledge Block Quarter 4: Utilizing Wit & Wisdom**

##### **Foundational Literacy Standards:**

**2.FL.SC.6c** Use reflexive pronouns, such as myself and ourselves.

- Students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using reflexive pronouns (e.g., myself, ourselves).

**2.FL.SC.6i** Use commas in the greeting and closing of a letter.

- Students demonstrate command of the conventions of standard English grammar and usage when writing by using commas in greetings and closings of letters.

**2.FL.SC.6j** Use an apostrophe to form contractions and frequently occurring possessives.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using an apostrophe to form contractions and frequently occurring possessives.

**2.FL.WC.4e** Consult reference materials, including beginning dictionaries, to check and correct spelling.

- Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by consulting reference materials, including beginning dictionaries, as needed to check and correct spellings.

**2.FL.VA.7a.v** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

- Students independently determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from strategies which include the use of glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.

**2.FL.VA.7b.i** Identify real-life connections between words and their use.

- Students demonstrate understanding of word relationships and nuances in word meanings and connect the words they are learning with their own life and experiences.

**2.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including the use of adjectives and adverbs to describe.

- Students use words and phrases acquired through conversations, reading and being read to, and responding to texts, including the use of adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).

### **Reading Standards for Literature:**

**2.RL.IKI.7** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Students explain how the illustrations and the words in a print or digital text describe the characters, setting, and plot.

**2.RL.RRTC.10** Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of literary texts in the grades 2 – 3 text complexity band, receiving help only when needed at the high end of the band.

### **Reading Standards for Informational Text:**

**2.RI.KID.3** Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.

- Students describe the connection between historical events, scientific ideas or concepts, or steps in technical procedures.

**2.RI.CS.5** Know and use various text features to locate key facts or information in a text efficiently.

- Students use informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts and information.

**2.RI.CS.6** Identify the main purpose of a text, including what an author wants to answer, explain, or describe.

- Students determine the author’s purpose in writing the text.



**2.RI.IKI.8** Describe how reasons support specific points an author makes in a text.

- Students identify key points in a text and the reasons the author gives to support those points. Students then describe how the author’s reasons support the key points.

**2.RI.RRTC.10** Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.

- Students read a range of informational texts in the grades 2 – 3 text complexity band, receiving help only when needed at the high end of the band.

### **Speaking and Listening Standards:**

**2.SL.CC.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Students recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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

- Students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

### **Writing Standards:**

**2.W.TTP.1** Write opinion pieces on topics or texts.

- Students write an opinion piece about a topic or a book, identifying the topic, stating their opinion with two or three supporting reasons, using linking words such as because and next, and ending with a sentence or two that restates their opinion.

**2.W.RBPK.7** Participate in shared research and writing projects, such as exploring a number of books on a single topic, or engaging in science experiments to produce a report.

- Students participate in shared research and writing by asking questions to help get the needed information, finding the answers, spot and flag new facts, take notes, and study photos and pictures to make writing pieces stronger.

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

- Students use information from print, digital sources, or experiences they’ve had to answer a question.

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