

## Second Grade ELA Timeline

Macon County 2017-18

1<sup>st</sup> 9 Weeks

Standard	OLD	Learning Target	Resources	T	M
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.	<b>RL2.1</b>	<b>I can tell who, what, when, why, and how after reading stories (k)</b>			
2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL 2.2	I can retell a story (fables and folktales) (k)			
2.RL.KID.3 Describe how characters in a story respond to major events and challenges.	RL 2.3	I can describe how characters in a story respond to events in a story. (k)			
2.RL.CS.4 Describe	RL 2.4	I can interpret how words in a story can sound like			

how words and phrases supply meaning in a story, poem, or song.		music. (R)			
2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	<b>RL 2.5</b>	<b>I can identify and demonstrate the beginning, middle, and end of a story. (K, R)</b>			
2.RL.CS.6 Determine when characters have different points of view.	RL 2.6	I can compare and contrast points of view of different characters within a story. (R)			
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.	<b>RL 2.7</b>	<b>I can state how illustrations help describe what is going on with the characters, setting, and plot in a story (K)</b>			
2.RL.IKI.9 Compare and contrast two or more versions of the same story by	RL 2.9	I can compare and contrast points of view that different stories are told from. Ex: versions of Cinderella (R)			

different authors or different cultures					
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.	<b>RL 2.10</b>	<b>I can read grade level literature. (K)</b>			
2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.	W2.1	I can explain various parts of a book by writing complete sentences (R)			
2.W.RBPK.8 Recall information from experiences or gather information from provided sources	W 2.8.a	<ul style="list-style-type: none"> <li>I can remember something that happened to me and use it to answer a question (apply) (P)</li> <li><b>I can read about a subject to answer a question (P)</b></li> </ul>			
	<b>W.2.8.b</b>				

to answer a question.					
<p>2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. i. Identify real-life connections between words and their use. ii. Distinguish shades of meaning among closely related words.</p>	L.2.5.a	I can choose appropriate words to describe things around me (real-life connections). S	<p>RL.1, 2, 3</p> <p>RI.1, 2, 3</p> <p>W3, 4, 7</p>		
2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about	SL.2.1 a	I can follow classroom rules for discussion. S	<p>FL.F.5</p> <p>RL.1-7, 9, 10</p> <p>RI.1-10</p> <p>W.5-8</p>		
	SL.2.1 b	I can focus on (interpret) the topic of group discussions by linking (interrelating) my comments to what others have said. R			

appropriate 2nd grade topics and texts.					
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.	SL.2.1c SL.2.3 SL.2.6	<ul style="list-style-type: none"> <li>• I can ask questions (clarify) if I don't understand something that is being discussed. R</li> <li>• I can ask and answer questions about what a speaker says. R</li> <li>• I can clearly answer questions from my peers about my presentation in order to explain (clarify) or back up (justify) my ideas. R</li> </ul>			
2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.2 SL.2.4	<ul style="list-style-type: none"> <li>• I can recall the story and tell the difference (distinguish) between key ideas or details from a text that is read aloud. K R</li> <li>• I can tell a story in sentences with relevant facts and details in an easily heard (audible) voice. K</li> </ul>			
2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	SL.2.5	I can create audio recordings of stories or poems and add drawings or creations to explain (clarify) ideas, thoughts, and feelings. P			
2.RI.KID.2 Identify	<b>RI.2.2</b>	<b>I can identify the main idea of a selection. K</b>			

the main topic of a multiparagraph text as well as the focus of specific paragraphs within a 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.	RI.2.1	I can ask and answer who, what, where, when, why and how questions to demonstrate understanding of a text. R			
4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	RI.2.4	I can define unknown words by using various resources. K			
2.RI.CS.5 Know and use various text features to locate key facts or information in a	RI.2.5	I can use and apply text features to locate key facts in a text. S, K			

text efficiently.					
2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	RI.2.6	I can recognize the author’s purpose of a selection. K			
2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.	RI.2.7	I can explain how images support the text. R			
2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9	I can compare and contrast two texts on the same topic. R			
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<b>RF.2.3. a</b>	<b>I can identify long vowels in one syllable words. K</b>			
	<b>RF.2.3. a</b>	<b>I can identify short vowels in one syllable words. K</b>			
	<b>RF.2.3. a</b>	<b>I can use long and short vowels in one syllable words. S</b>			
	<b>RF.2.3. a</b>	<b>I can create sentences using long and short vowel sounds in one syllable words. P</b>			

2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. c. Decode regularly spelled two-syllable words with long vowels.	RF.2.3. c	I can recognize long vowels in two-syllable words. K  I can decode long vowels within two-syllable words. S			
	RF.2.3. c				
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e. Identify words with inconsistent but common spelling-sound correspondences	RF.2.3. e	I can identify and read words with common spellings, but different vowel sounds (read-read) K  I can compose sentences using words with common spellings, but different vowel sounds. P			
	RF.2.3. e				
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. f. Recognize and	RF.2.3. f	I can develop sentences using grade level high frequency words. P  I can recognize and read grade level high frequency words. K			
	RF.2.3. f				



read grade-appropriate irregularly spelled words.					
2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	RF.2.4. a	I can read and summarize a story. K			
2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.	RF.2.4. a	I can read a story and paraphrase what I read with writing. R, P			
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally	RF.2.4. b	I can demonstrate accuracy when reading grade level text with a 90% accuracy. (oral) R			
	RF.2.4. b	I can demonstrate reading at an appropriate rate. (oral) R			
	RF.2.4. b	I can demonstrate reading with expression. (oral) R			

with accuracy, appropriate rate, and expression on successive readings.					
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension  c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	RF.2.4.c	I can apply self-correct strategies and reread for understanding. (oral) S			
	RF.2.4.c	I can critique and self-correct my reading. (oral) R			
2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.	W.2.8.a	I can remember something that happened to me and use it to answer a question (apply) (P)			
	<b>W.2.8.b</b>	<b>I can read about a subject to answer a question (P)</b>			
<b>?? K-1 Standard??</b>	<b>L.2.1.f</b>	<b>I can identify a simple sentence. (K)</b>			
<b>2.FL.SC.6; f Only mentions proper nouns— Looks like a K standard</b>	<b>L.2.2.a</b>	<b>I can use capital letters correctly in my writing. (S)</b>			

<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. 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. b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. c. Spell</p>	<p>L.2.2.d</p>	<p>I can list different words with the same spelling pattern. (K)</p>			
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words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. d. Write most common, frequently used words and most irregular words.					
2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.  e. Consult reference materials, including beginning dictionaries, to check and correct spelling.	L.2.2.e	I can locate a word in the dictionary and make sure it is spelled correctly. (K)			
Can't find a new standard	L.2.3.a	I can differentiate between formal and informal language. (R)			
2.FL.VA.7a Determine or clarify the meaning of unknown and	<b>L.2.4.a</b>	<b>I can interpret the meaning of a word or words by reading the rest of the text (R)</b>  I can recognize the meaning of a word by knowing			

<p>multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known prefix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use knowledge of the meaning of individual words to predict the meaning of compound words. v. Use glossaries and beginning dictionaries, both print and digital,</p>		<p>the meaning of the root word. (K)</p> <p>I can determine the meaning of a word by using a glossary (online or back of a book) (R)</p>			
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to determine or clarify the meaning of words and phrases.					
	L.2.4.c				
	L.2.4.e				

2<sup>nd</sup> 9 Weeks

	Standard	Learning Target	Resources	T	M
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.	SL.2.1a	I can follow classroom rules for discussion. S			
	SL.2.1b	I can focus on (interpret) the topic of group discussions by linking (interrelating) my comments to what others have said. R			
	SL.2.1c	I can ask questions (clarify) if I don't understand something that is being discussed. R			
2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>SL.2.2</b>	<b>I can recall the story and tell the difference (distinguish) between key ideas or details from a text that is read aloud. K R</b>			
2.SL.CC.3 Ask and answer questions about what a	SL.2.3	I can ask and answer questions about what a speaker says. R			

speaker says in order to gather information or clarify something that is not understood.					
2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4	I can tell a story in sentences with relevant facts and details in an easily heard (audible) voice. K			
2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	SL.2.5	I can create audio recordings of stories or poems and add drawings or creations to explain (clarify) ideas, thoughts, and feelings. P			
2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.2.6	I can clearly answer questions from my peers about my presentation in order to explain (clarify) or back up (justify) my ideas. R			
2.RI.KID.1 Ask and answer such	RI.2.1	I can ask and answer who, what, where, when, why and how questions to demonstrate understanding			

questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		of a text. R			
2.RI.KID.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.	<b>RI.2.2</b>	<b>I can identify the main idea of a selection. K</b>			
2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.4	I can define unknown words by using various resources. K			
2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.	RI.2.5	I can use and apply text features to locate key facts in a text. S, K			
2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or	<b>RI.2.6</b>	<b>I can recognize the author's purpose of a selection. K</b>			



describe.					
2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.	<b>RI.2.7</b>	<b>I can explain how images support the text. R</b>			
2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.	<b>RI.2.9</b>	<b>I can compare and contrast two texts on the same topic. R</b>			
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  c. Decode regularly spelled two-syllable words with long vowels.	<b>RF.2.3.c</b>	<b>I can recognize long vowels in two-syllable words. K, S</b>			
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected	<b>RF.2.3.d</b>	<b>I can identify and locate common prefixes (K)</b>			
	<b>RF.2.3.d</b>	<b>I can decode words with common prefixes (S)</b>			
	RF 2.3.d	I can choose a prefix and a base word from a list and create a new word. (S,P)			
	<b>RF</b>				

text d. Decode words with common prefixes and suffixes.	<b>2.3.d</b>	<b>I can identify and locate common suffixes. (K)</b>			
	<b>RF</b>	<b>I can decode words with common suffixes (S)</b>			
	<b>2.3.d</b>				
	RF 2.3.d		I can choose a suffix and a base word from a list and create a new word. (P, S)		
RF 2.3.d	I can explain that a prefix and suffix changes the meaning of a word. R				
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text  e. Identify words with inconsistent but common spelling-sound correspondences.	<b>RF.2.3.</b>	<b>I can identify and read words with common spellings, but different vowel sounds (read-read) K</b>			
	<b>e</b>	I can compose sentences using words with common spellings, but different vowel sounds. P			
RF.2.3.					
e e. Identify words with inconsistent but common spelling-sound correspondences.	RF.2.3.	I can develop sentences using grade level high frequency words. P			
	f				
d. Write most common,	RF.2.3.	I can recognize and read grade level high frequency words. K			
	f				

frequently used words and most irregular words.					
2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>RF.2.4. a</b>	<b>I can read and summarize a story. K</b>			
	RF.2.4. a	I can read a story and paraphrase what I read with writing. R, P			
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4. b	I can demonstrate accuracy when reading grade level text with a 90% accuracy. (oral) R			
	RF.2.4. b	I can demonstrate reading at an appropriate rate. (oral) R			
	RF.2.4. b	I can demonstrate reading with expression. (oral) R			
2.FL.F.5 Read with sufficient accuracy and fluency to support	RF.2.4. c	I can apply self-correct strategies and reread for understanding. (oral) S			
	RF.2.4. c	I can critique and self-correct my reading. (oral) R			

<p>comprehension</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>					
<p>2.W.TTP.1 Write opinion pieces on topics or texts. a. Introduce topic or text. b. State an opinion. c. Supply reasons to support the opinion. d. Use linking words to connect the reasons to the opinion. e. Provide a concluding statement or section.</p>	W.2.1	<p>I can organize various sentences to explain my opinion. (S)</p>			
	W.2.1	<p>I can create a paragraph to support my opinion of a book. (S)</p>			
<p>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.</p>	W.2.7	<p>I can work with a partner to find out about a topic and write about it. We can share our writing with the class. (P)</p>			

<p>2.RL.KID.3 Describe how characters in a story respond to major events and challenges.</p>	<p>RL 2.3</p>	<p>I can demonstrate how characters in a story respond to events (R)</p>			
<p>3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p>	<p>RL 2.7</p>	<p>I can predict what is going to happen in a story by using illustrations (Picture Walk) (R)</p>			
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Use collective nouns.</p>	<p><b>L.2.1.a</b></p>	<p><b>I can choose the correct collective noun (S)</b></p>			
<p>2.FL.SC.6 Demonstrate</p>	<p><b>L.2.1.b</b></p>	<p><b>I can match regular and irregular plural nouns to its singular noun. (K)</b></p>			

<p>command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p>					
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>	<p><b>L.2.2.c</b></p>	<p><b>I can create a contraction using the apostrophe correctly. (P)</b></p>			

j. Use an apostrophe to form contractions and frequently occurring possessives.					
2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	<b>L.2.4.d</b>	<b>I can explain the meaning of a compound word by knowing the meaning of each smaller word. (R)</b>			

3<sup>rd</sup> 9 Weeks

	Standard	Learning Target	Resources	T	M
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.	SL.2.1 a	I can follow classroom rules for discussion. S			
	SL.2.1 b	I can focus on (interpret) the topic of group discussions by linking (interrelating) my comments to what others have said. R			
	SL.2.1c	I can ask questions (clarify) if I don't understand something that is being discussed. R			

2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2	I can recall the story and tell the difference (distinguish) between key ideas or details from a text that is read aloud. K R			
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.	SL.2.3	I can ask and answer questions about what a speaker says. R			
2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4	I can tell a story in sentences with relevant facts and details in an easily heard (audible) voice. K			
2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas,	SL.2.5	I can create audio recordings of stories or poems and add drawings or creations to explain (clarify) ideas, thoughts, and feelings. P			



thoughts, and feelings.					
2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.2.6	I can clearly answer questions from my peers about my presentation in order to explain (clarify) or back up (justify) my ideas. R			
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.	<b>RI.2.1</b>	<b>I can ask and answer who, what, where, when, why and how questions to demonstrate understanding of a text. R</b>			
2.RI.KID.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.	<b>RI.2.2</b>	<b>I can paraphrase the main idea of a selection. R</b>			
2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.4	I can define unknown words by using various resources. K			

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.	<b>RI.2.5</b>	<b>I can use and apply text features to locate key facts in a text. S, K</b>			
2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	<b>RI.2.6</b>	<b>I can recognize the author's purpose of a selection.K</b>			
2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.	<b>RI.2.7</b>	<b>I can explain how images support the text. R</b>			
	RI.2.7	I can create an image that portrays ideas in a text. P			
2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.	RI.2.8	I can justify the author's purpose by giving supporting details and evidence. R			
2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.	<b>RI.2.9</b>	<b>I can compare and contrast two texts on the same topic. R</b>			
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills	<b>RF.2.3. b</b>	<b>I can classify common vowel teams R S</b>			
	RF.2.3. b	I can produce sentences using common vowel teams. P			

<p>when decoding isolated words and in connected text.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p>	RF2.3. b	I can classify common vowel teams. (R,S)			
	RF2.3. b	I can produce sentences using common vowel teams. P			
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<b>RF.2.3.</b> c	<b>I can recognize long vowels in two-syllable words. K</b>			
	<b>RF.2.3.</b> c	<b>I can decode long vowels within two-syllable words. S</b>			
<p>2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>e. Identify words with inconsistent</p>	<b>RF.2.3.</b> e	<b>I can identify and read words with common spellings, but different vowel sounds (read-read) K</b>			
	RF.2.3. e	I can compose sentences using words with common spellings, but different vowel sounds. P			

but common spelling-sound correspondences					
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. f. Recognize and read grade-appropriate irregularly spelled words.	RF.2.3. f	I can develop sentences using grade level high frequency words. P			
	RF.2.3. f	I can recognize and read grade level high frequency words. K			
2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>RF.2.4. a</b>	<b>I can read and summarize a story. K</b>			
	<b>RF.2.4. a</b>	<b>I can read a story and paraphrase what I read with writing. R, P</b>			
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and	RF.2.4. b	I can demonstrate accuracy when reading grade level text with a 90% accuracy. (oral) R			
	RF.2.4. b	I can demonstrate reading at an appropriate rate. (oral) R			
	RF.2.4. b	I can demonstrate reading with expression. (oral) R			

understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.					
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension  c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	RF.2.4. c	I can apply self-correct strategies and reread for understanding. (oral) S			
	RF.2.4. c	I can critique and self-correct my reading. (oral) R			
**3 <sup>rd</sup> Grade Standard now	W.2.2	I can organize facts to create an outline. A			
2.W.TTP.2 Write informative/explanatory texts.  b. Use facts and definitions to provide information.	<b>2 W.2.</b>	<b>I can list facts on a topic. K</b>			
	W.2.2	I can justify my knowledge of a topic by writing factual sentences. R			
	W.2.2	I can demonstrate knowledge of topic by writing factual paragraphs. R			
2.W.TTP.2 Write informative/expl	W.2.2	I can compose a paragraph with supporting points and a conclusion. P			

<p>natory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.</p>					
<p>2.W.TTP.3 Write narratives recounting an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal event order. c. Provide a sense of closure.</p>	W 2.3	<p>I can produce a brief narrative of an event in sequential order. P</p> <p>I can include details, thoughts, and feelings to create a narrative text. P</p>			
	W 2.3				
<p>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</p>	W 2.5 A	<p>I can use a rubric to critique my writing as well as using adult and peer feedback. R</p> <p>I can apply feedback to edit my writing and revise if needed.</p>			
	W 2.5 B				

revising and editing					
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.	W 2.6 A	I can choose a topic with a partner to write about. (compose and construct) S			
	W 2.6 B	With the help of an adult: I can use a computer to find information about a topic and then write about it. S			
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.	RL 2.1	I can create questions asking who, what, when, why, and how during and after reading stories P			
2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL 2.2	I can interpret what the central message, lesson, or moral of a story is. (fables and folktales) R			
2.RL.CS.5 Describe the overall structure of a	RL 2.5	I can organize the events of a story into beginning, middle, and end. S			

story, including how the beginning introduces the story and the ending concludes the action.					
2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.	RL 2.9	I can organize information from versions of the same story into a graphic organizer (venn diagram, T-chart, etc.) S			
2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  e. Use adjectives and adverbs correctly.	L.2.1.e	I can describe what an adjective is. R			
2.FL.SC.6	L.2.2.b	I can develop a friendly letter where commas are			



<p>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>i. Use commas in the greeting and closing of a letter.</p>		<p>used correctly in the greeting and closing. P</p>			
<p>2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types,</p>	<p><b>L.2.4.b</b></p>	<p><b>I can determine the meaning of a word when a prefix is added to it. R</b></p>			

compounds, and common prefixes and derivational suffixes.					
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4<sup>th</sup> 9 Weeks

	Standard	Learning Target	Resources	T	M
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.	SL.2.1a	I can follow classroom rules for discussion. S			
	SL.2.1b	I can focus on (interpret) the topic of group discussions by linking (interrelating) my comments to what others have said. R			
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.	SL.2.1c	I can ask questions (clarify) if I don't understand something that is being discussed. R			
2.SL.CC.2 Recount or describe key ideas or details from a text read	SL.2.2	I can recall the story and tell the difference (distinguish) between key ideas or details from a text that is read aloud. K R			

aloud or information presented orally or through other media.					
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.	<b>SL.2.3</b>	<b>I can ask and answer questions about what a speaker says. R</b>			
2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4	I can tell a story in sentences with relevant facts and details in an easily heard (audible) voice. K			
2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	SL.2.5	I can create audio recordings of stories or poems and add drawings or creations to explain (clarify) ideas, thoughts, and feelings. P			
2.SL.CC.3 Ask and answer questions	SL.2.6	I can clearly answer questions from my peers about my presentation in order to explain (clarify)			

<p>about what a speaker says in order to gather information or clarify something that is not understood.</p>		<p>or back up (justify) my ideas. R</p>			
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>c. Use reflexive pronouns such as myself and ourselves</p>	<p><b>L.2.1c</b></p>	<p><b>I can correctly demonstrate the use of reflexive pronouns. R</b></p>			
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when</p>	<p><b>L.2.1d</b></p>	<p><b>I can distinguish between the past tense of regular and irregular verbs. R</b></p>			

<p>speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs.</p>					
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>e. Use adjectives and adverbs correctly</p>	<p><b>L.2.1e</b> <b>L.2.1e</b></p>	<p><b>I can distinguish an adjective and an adverb and use the word correctly in a sentence. R</b></p> <p><b>I can describe what an adverb is. R</b></p>			

<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>f. Produce, expand, and rearrange simple and compound sentences.</p>	<p><b>L.2.1f</b> L.2.1f</p>	<p><b>I can identify a compound sentence. K</b></p> <p>I can construct a compound sentence from rearranging simple sentences. P</p>			
<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including</p>	<p><b>L.2.2c</b></p>	<p><b>I can create a possessive noun using the apostrophe correctly. P</b></p>			

capitalization and punctuation, when writing.					
j. Use an apostrophe to form contractions and frequently occurring possessives.					
2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	<b>L.2.5a</b>	<b>I can select appropriate words to describe things.</b>			
	<b>L.2.5a</b>	<b>K</b>  <b>I can create lists of adjectives to describe observations. P</b>			
e. Use adjectives and adverbs correctly.					
	L.2.5b	I can distinguish the small differences in similar words.(verbs and adjectives) (throw-toss; frightened-startled) R			

<p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>e. Use adjectives and adverbs correctly.</p>	<b>L.2.6</b>	<b>I can use adverbs to describe verbs. S</b>			
	<b>L.2.6</b>	<b>I can use adjectives to describe nouns. S</b>			
<p>2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	RL 2.1	I can interpret what the central message, lesson, or moral of a story is. (fables and folktales) R			
<p>2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the</p>	RL 2.2	I can organize the events of a story into beginning, middle, and end. S			



story and the ending concludes the action.					
2.RL.KID.3 Describe how characters in a story respond to major events and challenges.	<b>RL.2.3</b>	<b>I can write about how characters in a story respond to major events/ challenges. P</b>			
2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.	RL.2.4	I can develop my own version of familiar poems (nursery rhymes) by using repeated lines, alliteration, and regular beats. P			
2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action	RL 2.5	I can organize information from versions of the same story into a graphic organizer (venn diagram, T-chart, etc.) S			
1 <sup>st</sup> Grade Standard?	RL.2.7	I can produce a graphic organizer to explain how illustrations support the story. P			
2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and	<b>RL 2.9</b>	<b>I can describe an adjective. R</b>			

conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  e. Use adjectives and adverbs correctly.					
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.	RI.2.1	I can ask and answer who, what, where, when, why and how questions to demonstrate understanding of a text. R			
2.RI.KID.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.	<b>RI.2.2</b>	<b>I can paraphrase the main idea of a selection. R</b>			
2.RI.KID.3 Describe the connections between a series of historical events, scientific	RI.2.3	I can explain the connections between events, concepts and ideas. R			

ideas, or steps in a process in a text.					
2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.4	I can define unknown words by using various resources. K			
2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently	RI.2.5	I can use and apply text features to locate key facts in a text. S, K			
2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	<b>RI.2.6</b>	<b>I can recognize the author's purpose of a selection. K</b>			
2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text	<b>RI.2.7</b>	<b>I can explain how images support the text. R</b>			
	RI.2.7	I can create an image that portrays ideas in a text. P			
2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.	RI.2.8	I can justify the author's purpose by giving supporting details and evidence. R			

2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic	RI.2.9	I can construct a graphic representation (graphic organizer) showing likenesses and differences of texts. P <b>I can compare and contrast two texts on the same topic. R</b>			
	<b>RI.2.9</b>				
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  b. Know spelling-sound correspondences for additional common vowel teams.	RF2.3.b	I can produce sentences using common vowel teams. P  <b>I can classify common vowel teams. (R,S)</b>  <b>I can classify common vowel teams R S</b>  I can produce sentences using common vowel teams. P			
	<b>RF2.3.b</b>				
	<b>RF.2.3.b</b>				
	RF.2.3.b				
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.  c. Decode regularly spelled two-syllable words with long vowels.	<b>RF.2.3.c</b>	<b>I can recognize long vowels in two-syllable words. K</b>  <b>I can decode long vowels within two-syllable words. S</b>			
	<b>RF.2.3.c</b>				

2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e. Identify words with inconsistent but common spelling-sound correspondences	RF.2.3. e	I can identify and read words with common spellings, but different vowel sounds (read-read) K			
	RF.2.3. e	I can compose sentences using words with common spellings, but different vowel sounds. P			
2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. f. Recognize and read grade-appropriate irregularly spelled words.	RF.2.3.f	I can develop sentences using grade level high frequency words. P			
	<b>RF.2.3.f</b>	<b>I can recognize and read grade level high frequency words. K</b>			
2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other	<b>RF.2.4. a</b>	<b>I can read and summarize a story. K</b>			
	RF.2.4. a	I can read a story and paraphrase what I read with writing. R, P			

media.					
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.2.4. b	I can demonstrate accuracy when reading grade level text with a 90% accuracy. (oral) R			
	RF.2.4. b	I can demonstrate reading at an appropriate rate. (oral) R			
	RF.2.4. b	I can demonstrate reading with expression. (oral) R			
2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension  c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	RF.2.4.c	I can apply self-correct strategies and reread for understanding. (oral) S			
	RF.2.4.c	I can critique and self-correct my reading. (oral) R			
2.W.TTP.2 Write informative/expla	W 2.1	I can use supporting evidence to write a paragraph P			

<p>natory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.</p>					
<p>2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.</p>	W.2.2	I can construct a text by writing paragraphs on a given topic. P			
	W.2.2				
	<b>W.2.2</b>				
	W.2.2	I can organize facts to create an outline. A			
	W.2.2	<p><b>I can justify my knowledge of a topic by writing factual sentences. R</b></p> <p>I can demonstrate knowledge of topic by writing factual paragraphs. R</p> <p>I can compose a paragraph with supporting points and a conclusion. P</p>			
<p>2.W.TTP.3 Write narratives recounting an event or short sequence of events. a. Include details to describe actions, thoughts, and feelings. b. Use time order words to signal</p>	W 2.3	I can include details, thoughts, and feelings to create a narrative text. P			
	W 2.3	I can use a rubric to critique my writing as well as using adult and peer feedback. R			

event order. c. Provide a sense of closure.					
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.	W 2.5 A	I can apply feedback to edit my writing and revise if needed. S			
2.W.RBPK.7 Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.	W 2.5 B	I can choose a topic with a partner to write about. (compose and construct) S			
2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital	W 2.6 A	With the help of an adult: I can use a computer to find information about a topic and then write about it. S			



tools to produce and publish writing.					
1.RL.KID.1 Ask and answer questions about key details in a text.	W 2.6 B	I can create questions asking who, what, when, why, and how during and after reading stories P			
2.FL.VA.7a 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.  ii. Determine the meaning of the new word formed when a known prefix is added to a known word.	<b>L.2.1.e</b>	<b>I can determine the meaning of a word when a prefix is added to it. R</b>			
	<b>L.2.4.b</b>	<b>I can determine the meaning of a word when a prefix is added to it. R</b>			