



Revised:06/25//2024  
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## JC Schools 2nd Grade Yearly ELA Standards

Units:		S1	S2	S3	S4	S5	S6	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12
Foundational Skills																			
Phonics	2.RF.3.A.a	X	X	X	X	X	X												
	2.RF.3.A.c		X	X															
	2.RF.3.A.h		X		X														
	2.RF.3.A.i	X	X	X	X	X	X												
Reading (Literary and Informational)																			
Comprehension	2.R.1.A.c	X	X	X	X	X	X												
	2.R.1.A.d		X					X			X								
Vocabulary	2.R.1.B.a							X	X	X	X	X				X		X	
	2.R.1.B.c		X	X		X				X			X		X		X		
	2.R.1.B.h		X	X				X	X	X	X	X	X	X	X	X	X	X	X
Ind. Reading	2.R.1.D.a,b	X	X	X	X	X	X												
Fiction	2.R.2.A.a	X	X	X	X			X	X		X								
	2.R.2.A.b			X	X	X		X	X		X								
	2.R.2.A.d				X	X													
	2.R.2.A.f			X		X		X											
Text Features	2.R.3.A.a						X				X			X			X		

Units:		S1	S2	S3	S4	S5	S6	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	K11	K12
Text Structures	2.R.3.C.a						X		X	X				X	X	X		X	X
	2.R.3.C.c						X									X			X
Writing																			
Drafting	2.W.1.B				X	X	X												
Revising/Editing	2.W.1.C.a		X	X			X								X				
	2.W.1.C.b		X	X	X	X	X			X	X				X				
Opinion	2.W.2.A		X		X					X		X							X
Informative	2.W.2.B		X				X						X	X		X	X		
Narrative	2.W.2.C			X						X	X				X			X	
Research	2.W.3.A						X		X	X	X	X			X	X		X	
Language																			
Grammar	2.L.1.A.h					X	X												
Punctuation & Capitalization	2.L.1.B.c		X																
	2.L.1.B.d			X	X														
Speaking and Listening																			
Collab. Disc.	2.SL.3.A.b	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X

## SKILLS 1 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>2.RF.3.A.a,i</b>  Develop phonics in the reading process by:  a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs  i. decoding irregularly spelled high-frequency words  <b>2.R.1.D.a,b</b>  Read independently for multiple purposes over sustained periods of time by:  a. reading text that is developmentally appropriate  b. producing evidence of reading  <b>2.R.1.A.c</b>  Develop and demonstrate (comprehension) reading skills in response to text by:  c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text  <b>2.R.2.A.a</b>  Read, infer, analyze, and draw conclusions (using fiction) to:  a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson  <b>2.SL.3.A.b</b>  Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:  b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	<p><b>2.RF.3.A.b,f,j</b>  Develop phonics in the reading process by:  b. distinguishing long and short vowels when reading regularly spelled one-syllable words  f. reading words with common prefixes and suffixes  j. demonstrating decoding skills when reading new words in text  <b>2.RF.4.A.a</b>  Read appropriate texts with purpose and understanding by:  a. use context to confirm or self-correct word recognition and understanding, rereading as necessary  <b>2.R.1.A.b,e</b>  Develop and demonstrate (comprehension) reading skills in response to text by:  b. asking and responding to relevant questions  e. monitoring comprehension and making corrections and adjustments when understanding breaks down  <b>2.R.1.B.b</b>  Develop an understanding of vocabulary by:  b. using knowledge of the meaning of individual words to determine of compound words  <b>2.R.2.B.b</b>  Read, infer, analyze, and draw conclusions (using poetry) to:  b. use onomatopoeia  <b>2.L.1.B.a</b>  In written text:  a. write legibly (print, cursive)  <b>2.SL.1.A.b</b>  Develop and apply effective listening skills and strategies (for entertainment) in formal and informal settings by:  b. following three-step directions, according to classroom expectations</p>

## SKILLS 2 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>2.RF.3.A.a,c,h,i</b>  Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs</li> <li>c. decoding regularly spelled two-syllable words with long vowels</li> <li>h. using common syllable patterns to decode words including r-controlled vowels</li> <li>i. decoding irregularly spelled high-frequency words</li> </ul> <p><b>2.R.1.A.c,d</b>  Develop and demonstrate (comprehension) reading skills in response to text by:</p> <ul style="list-style-type: none"> <li>c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text</li> <li>d. retelling a story's beginning, middle, and end and determining its central message, lesson, and moral</li> </ul> <p><b>2.R.1.B.c,h</b>  Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>c. using context to determine the meaning of a new word or multiple-meaning words in text</li> <li>h. using conversational, general academic and domain-specific words and phrases</li> </ul> <p><b>2.R.1.D.a,b</b>  Read independently for multiple purposes over sustained periods of time by:</p> <ul style="list-style-type: none"> <li>a. reading text that is developmentally appropriate</li> <li>b. producing evidence of reading</li> </ul> <p><b>2.R.2.A.a</b>  Read, infer, analyze, and draw conclusions (using fiction) to:</p> <ul style="list-style-type: none"> <li>a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</li> </ul> <p><b>2.L.1.B.c</b>  In written text:</p> <ul style="list-style-type: none"> <li>c. use apostrophes correctly for contractions</li> </ul> <p><b>2.W.1.C.a,b</b></p>	<p><b>2.RF.3.A.b,d,e</b>  Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>b. distinguishing long and short vowels when reading regularly spelled one-syllable words</li> <li>d. decoding words with vowel diphthongs</li> <li>e. decoding words with vowel digraphs</li> <li>g. using contractions</li> <li>j. demonstrating decoding skills when reading new words in text</li> </ul> <p><b>2.RF.4.A.a</b>  Read appropriate texts with purpose and understanding by:</p> <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul> <p><b>2.R.1.B.d,f</b>  Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>d. using antonyms and synonyms</li> <li>f. distinguishing meaning among closely related verbs and adjectives</li> </ul> <p><b>2.L.1.B.a,b</b>  In written text:</p> <ul style="list-style-type: none"> <li>a. write legibly (print, cursive)</li> <li>b. use dialogue that contains quotation marks</li> </ul> <p><b>2.SL.1.A.b</b>  Develop and apply effective listening skills and strategies (for entertainment) in formal and informal settings by:</p> <ul style="list-style-type: none"> <li>b. following three-step directions, according to classroom expectations</li> </ul>

<p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <ul style="list-style-type: none"> <li>a. strengthen writing as needed by revising: main idea, details, word choice, sentence construction, event order, audience, voice</li> <li>b. edit for language conventions</li> </ul> <p><b>2.W.2.A.b</b></p> <p>Write opinion texts that:</p> <ul style="list-style-type: none"> <li>b. state an opinion about the topic or text and provide reasons for the opinion</li> </ul> <p><b>2.W.2.C.a-c,f</b></p> <p>Write fiction or nonfiction narratives and poems that:</p> <ul style="list-style-type: none"> <li>a. establish a situation/topic based on the student's experience or imagination</li> <li>b. introduce a main character and setting</li> <li>c. develop sensory details</li> <li>f. use specific words that are related to the topic and audience</li> </ul> <p><b>2.SL.3.A.b</b></p> <p>Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <ul style="list-style-type: none"> <li>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</li> </ul>	
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### SKILLS 3 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>2.RF.3.A.a,c,i</b></p> <p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs</li> <li>c. decoding regularly spelled two-syllable words with long vowels</li> <li>i. decoding irregularly spelled high-frequency words</li> </ul> <p><b>2.R.1.A.c</b></p>	<p><b>2.RF.3.A.b,d,e</b></p> <p>Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> <li>b. distinguishing long and short vowels when reading regularly spelled one-syllable words</li> <li>d. decoding words with vowels diphthongs</li> <li>e. decoding words with vowel digraphs</li> </ul> <p><b>2.RF.4.A.a</b></p> <p>Read appropriate texts with purpose and understanding by:</p> <ul style="list-style-type: none"> <li>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>

**Develop and demonstrate (comprehension) reading skills in response to text by:**

**c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text**

**2.R.1.B.c,h**

**Develop an understanding of vocabulary by:**

**c. using context to determine the meaning of a new word or multiple-meaning words in text**

**h. using conversational, general academic and domain-specific words and phrases**

**2.R.1.D.a,b**

**Read independently for multiple purposes over sustained periods of time by:**

**a. reading text that is developmentally appropriate**

**b. producing evidence of reading**

**2.R.2.A.a,b,f**

**Read, infer, analyze, and draw conclusions (using fiction) to:**

**a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson**

**b. describe the main characters in works of fiction, including their traits, motivations, and feelings**

**f. compare and contrast the differences in points of view of characters and how stories are narrated**

**2.L.1.B.d**

**In written text:**

**d. capitalize weeks, days, month, holidays**

**2.W.1.C.a,b**

**Reread, revise, and edit drafts with assistance from adults/peers to:**

**a. strengthen reading as needed by revising**

**b. edit for language conventions**

**2.W.2.C.a-f**

**Write fiction or nonfiction narratives and poems that:**

**a. establish a situation/topic based on the student's experience or imagination**

**b. introduce a main character and setting**

**c. develop sensory details**

**d. follow a logical sequence of events using complete sentences to create a beginning/middle/ end**

**2.R.1.B.d**

**Develop an understanding of vocabulary by:**

**d. using antonyms and synonyms**

**2.R.2.A.e**

**Read, infer, analyze, and draw conclusions (using fiction) to:**

**e. explain how the story changes based on who is telling the story**

**2.W.1.A.a**

**Follow a writing process to plan a first draft by:**

**a. brainstorming and recording key ideas using a graphic organizer**

**2.L.1.A.a,e**

**In speech and written form, apply standard English grammar to:**

**a. use nouns and pronouns in writing**

**e. use regular verbs**

**2.L.1.B.a,g**

**In written text:**

**a. write legibly (print, cursive)**

**g. spell and use plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x**

<p>e. use linking/transition words to signal event order</p> <p>f. use specific words that are related to the topic and audience</p> <p><b>2.SL.3.A.b</b></p> <p>Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <p>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	
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<b>SKILLS 4 MLS Standards: Instructional Alignment of Priority &amp; Supporting Standards</b>	
<b>Priority Standards</b>	<b>Supporting Standards</b>
<p><b>2.RF.3.A.a,h,i</b></p> <p>Develop phonics in the reading process by:</p> <p>a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs</p> <p>h. using common syllable patterns to decode words including r-controlled vowels</p> <p>i. decoding irregularly spelled high-frequency words</p> <p><b>2.R.1.A.c</b></p> <p>Develop and demonstrate (comprehension) reading skills in response to text by:</p> <p>c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text</p> <p><b>2.R.1.D.a,b</b></p> <p>Read independently for multiple purposes over sustained periods of time by:</p> <p>a. reading text that is developmentally appropriate</p> <p>b. producing evidence of reading</p> <p><b>2.R.2.A.a,b,d</b></p> <p>Read, infer, analyze, and draw conclusions (using fiction) to:</p> <p>a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</p> <p>b. describe the main characters in works of fiction, including their traits, motivations, and feelings</p>	<p><b>2.RF.3.A.d,e</b></p> <p>Develop phonics in the reading process by:</p> <p>d. decoding words with vowels diphthongs</p> <p>e. decoding words with vowel digraphs</p> <p><b>2.RF.4.A.a</b></p> <p>Read appropriate texts with purpose and understanding by:</p> <p>a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>2.R.1.A.e</b></p> <p>Develop and demonstrate (comprehension) reading skills in response to text by:</p> <p>e. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p><b>2.R.1.B.d</b></p> <p>Develop an understanding of vocabulary by:</p> <p>d. using antonyms and synonyms</p> <p><b>2.W.1.D.a</b></p> <p>With assistance from adults/peers:</p> <p>a. use a variety of conventional/digital tools to produce and publish writing</p> <p><b>2.L.1.A.a,c,e,f</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>a. use nouns and pronouns in writing</p> <p>c. use common irregular nouns</p> <p>e. use regular verbs</p> <p>f. use helping verbs with regular verbs</p>

<p>d. describe cause-and-effect relationships</p> <p><b>2.W.1.B.a-d</b>  <b>Appropriate to genre type, develop a draft from prewriting by:</b>  a. sequencing ideas into clear and coherent sentences  b. generating paragraphs with one main idea  c. creating evidence of a beginning, middle, and end  d. addressing an appropriate audience</p> <p><b>2.W.1.C.b</b>  Reread, revise, and edit drafts with assistance from adults/peers to:  b. edit for language conventions</p> <p><b>2.W.2.A.a-e</b>  Write opinion texts that:  a. introduce a topic or text being studied, using complete sentences  b. state an opinion about the topic or text and provide reasons for the opinion  c. use specific words that are related to the topic and audience  d. use linking/transition words and phrases to signal event order  e. provide evidence of a beginning, middle, and concluding statement or section</p> <p><b>2.L.1.B.d</b>  In written text:  d. capitalize weeks, days, months, holidays</p> <p><b>2.SL.3.A.b</b>  Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:  b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	<p><b>2.L.1.B.a,e-h</b>  In written text:  a. write legibly (print, cursive)  e. capitalize abbreviated titles of people (e.g., <i>Mr.</i>, <i>Ms.</i>, <i>Mrs.</i>, <i>Dr.</i>)  f. spell words using irregular spelling patterns  g. spell and use plural of nouns by adding -es to nouns ending in -s, -ss, -sh, -ch, or -x  h. use nouns that change their spelling in plural form</p>
SKILLS 5 MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards

**2.RF.3.A.a,i**

Develop phonics in the reading process by:

a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs

i. decoding irregularly spelled high-frequency words

**2.R.1.A.c**

Develop and demonstrate (comprehension) reading skills in response to text by:

c. seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text

**2.R.1.B.c**

Develop an understanding of vocabulary by:

c. using context to determine the meaning of a new word or multiple-meaning word in text

**2.R.1.D.a,b**

Read independently for multiple purposes over sustained periods of time by:

a. reading text that is developmentally appropriate

b. producing evidence of reading

**2.R.2.A.b,d,f**

Read, infer, analyze, and draw conclusions (using fiction) to:

b. describe the main characters in works of fiction, including their traits, motivations, and feelings

d. describe cause-and-effect relationships

f. compare and contrast the differences in points of view of characters and how stories are narrated

**2.W.1.B.a-d**

Appropriate to genre type, develop a draft from prewriting by:

a. sequencing ideas into clear and coherent sentences

b. generating paragraphs with one main idea

c. creating evidence of a beginning, middle, and end

d. addressing an appropriate audience

**2.W.1.C.b**

Reread, revise, and edit drafts with assistance from adults/peers to:

b. edit for language conventions

**2.L.1.A.h**

**2.RF.3.A.d,e,g**

Develop phonics in the reading process by:

d. decoding words with vowels diphthongs

e. decoding words with vowel digraphs

g. using contractions

**2.RF.4.A.a**

Read appropriate texts with purpose and understanding by:

a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

**2.R.1.A.e**

Develop and demonstrate (comprehension) reading skills in response to text by:

e. monitoring comprehension and making corrections and adjustments when understanding breaks down

**2.R.2.A.c**

Read, infer, analyze, and draw conclusions (using fiction) to:

c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events

**2.W.1.A.a**

Follow a writing process to plan a first draft by:

a. brainstorming and recording key ideas using a graphic organizer

**2.L.1.A.a,e-g**

In speech and written form, apply standard English grammar to:

a. use nouns and pronouns in writing

e. use regular verbs

f. use helping verbs with regular verbs

g. use adjectives and adverbs in sentences

**2.L.1.B.a,f,i**

In written text:

a. write legibly (print, cursive)

f. spell words using irregular spelling patterns

i. arrange words in alphabetical order to the second letter

In speech and written form, apply standard English grammar to: h. produce simple declarative, imperative, exclamatory, and interrogative sentences	
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### Skills 6 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>2.RF.3.A.a,i</b> Develop phonics in the reading process by: a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs i. decoding irregularly spelled high-frequency words</p> <p><b>2.R.1.A.c</b> Develop and demonstrate (comprehension) reading skills in response to text by: c. seeking clarification and using information/ facts and details</p> <p><b>2.R.1.D.a,b</b> Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate b. producing evidence of reading</p> <p><b>2.R.3.A.a</b> Read, infer, analyze, and draw conclusions (using text features in nonfiction) to: a. identify the main idea of sections of text and distinguish it from the topic</p> <p><b>2.R.3.C.a,c</b> Read, infer, draw conclusions (using text structures in nonfiction) to: a. explain main ideas and supporting details c. describe the connection between problem and solution</p> <p><b>2.W.1.B.a-d</b> Appropriate to genre type, develop a draft from prewriting by: a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea</p>	<p><b>2.RF.1.A.a</b> Develop print awareness in the reading process by: a. understanding that sentences are organized into paragraphs to convey meaning</p> <p><b>2.RF.4.A.a</b> Read appropriate texts with purpose and understanding by: a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>2.R.1.A.a,e</b> Develop and demonstrate (comprehension) reading skills in response to text by: a. using text features to make and confirm predictions, explain why not confirmed e. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p><b>2.R.1.B.e</b> Develop an understanding of vocabulary by: e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases</p> <p><b>2.R.3.A.b-d</b> Read, infer, analyze, and draw conclusions (using text features in nonfiction) to: b. demonstrate understanding by locating facts to answer and/or ask questions c. use text features to locate specific information d. explain common graphic features to assist in the interpretation of text</p> <p><b>2.R.3.B.a</b> Read, infer, and draw conclusions (using literary techniques in nonfiction) to: a. explain why a text is fiction or nonfiction</p>

<p>c. creating evidence of a beginning middle, and end</p> <p>d. addressing an appropriate audience</p> <p><b>2.W.1.C.a,b</b></p> <p>Reread, revise, and edit drafts with assistance from adults/peers to:</p> <p>a. strengthen reading as needed by revising</p> <p>b. edit for language conventions</p> <p><b>2.W.2.B.a-e</b></p> <p>Write informative/explanatory texts that:</p> <p>a. introduce a topic or text being studies, using complete sentences</p> <p>b. use facts and definitions to develop points in generating paragraphs</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking words and phrases to signal event order</p> <p>e. create a concluding statement or paragraph</p> <p><b>2.W.3.A.d,e</b></p> <p>Apply research process to:</p> <p>d. gather evidence from available sources, literary and informational</p> <p>e. record basic information from literary and informational text in simple visual format</p> <p><b>2.L.1.A.h</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>h. produce simple declarative, imperative, exclamatory, and interrogative sentences</p>	<p><b>2.R.3.C.d,e</b></p> <p>Read, infer, draw conclusions (using text structures in nonfiction) to:</p> <p>d. identify the author's purpose (<i>to entertain, persuade, inform, etc.</i>)</p> <p>e. compare and contrast the most important points presented by text on the same topic</p> <p><b>2.W.1.D.a,b</b></p> <p>With assistance from adults/peers:</p> <p>a. use a variety of conventional/digital tools to produce and publish writing</p> <p>b. introduce keyboarding skills</p> <p><b>2.W.3.A.a-c,f</b></p> <p>Apply research process to:</p> <p>a. generate a list of open-ended questions about topics of interest</p> <p>b. create an individual question about a topic</p> <p>c. use own question to find information on a topic</p> <p>f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria</p> <p><b>2.L.1.A.d,g</b></p> <p>In speech and written form, apply standard English grammar to:</p> <p>d. use reflexive pronouns</p> <p>g. use adjectives and adverbs in sentences</p> <p><b>2.L.1.B.a,f</b></p> <p>In written text:</p> <p>a. write legibly (print, cursive)</p> <p>f. spell words using irregular spelling patterns</p>
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### KNOWLEDGE 1 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
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<p><b>2.R.1.A.d</b> Develop and demonstrate (comprehension) reading skills in response to text by: d. retelling a story's beginning, middle, and end and determining its central message, lesson, and moral</p> <p><b>2.R.1.B.a,h</b> Develop an understanding of vocabulary by: a. using prefixes, root words, and suffixes to determine the meaning of words h. using conversational, general academic and domain-specific words and phrases</p> <p><b>2.R.2.A.a,b,f</b> Read, infer, analyze, and draw conclusions (using fiction) to: a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson b. describe the main characters in works of fiction, including their traits, motivations, and feelings f. compare and contrast the differences in points of view of characters and how stories are narrated</p> <p><b>2.SL.3.A.b</b> Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by: b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	<p><b>2.R.1.B.g</b> Develop an understanding of vocabulary by: g. recognizing that some words have literal and non-literal meanings</p> <p><b>2.R.1.C.a</b> Determine the relevant connections between: a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction)</p> <p><b>2.R.2.A.c</b> Read, infer, analyze, and draw conclusions (using fiction) to: c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events</p> <p><b>2.SL.1.A.a</b> Develop and apply effective listening skills and strategies (for entertainment) in formal and informal settings by: a. following classroom listening rules</p>
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KNOWLEDGE 2 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>2.R.1.B.a,h</b> Develop an understanding of vocabulary by: a. using prefixes, root words, and suffixes to determine the meaning of words h. using conversational, general academic and domain-specific words and phrases</p> <p><b>2.R.2.A.a,b</b></p>	<p><b>2.R.1.A.b</b> Develop and demonstrate (comprehension) reading skills in response to text by: b. asking and responding to relevant questions</p> <p><b>2.R.1.C.a,b</b> Determine the relevant connections between: a. text to text (text ideas, including similarities and differences regarding</p>

<p><b>Read, infer, analyze, and draw conclusions (using fiction) to:</b></p> <p>a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson</p> <p>b. describe the main characters in works of fiction, including their traits, motivations, and feelings</p> <p><b>2.R.3.C.a</b></p> <p><b>Read, infer, draw conclusions (using text structures in nonfiction) to:</b></p> <p>a. explain main ideas and supporting details</p> <p><b>2.W.3.A.d,e</b></p> <p><b>Apply research process to:</b></p> <p>d. gather evidence from available sources, literary and informational</p> <p>e. record basic information from literary and informational text in simple visual format</p> <p><b>2.SL.3.A.b</b></p> <p><b>Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</b></p> <p>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	<p>information and relationships in fiction and nonfiction)</p> <p>b. text to world (text ideas regarding experiences in the world)</p> <p><b>2.R.2.B.a</b></p> <p><b>Read, infer, analyze, and draw conclusions (using poetry) to:</b></p> <p>a. describes how rhythm, rhyme, and repetition create imagery in poetry</p> <p><b>2.R.3.A.d,e</b></p> <p><b>Read, infer, analyze, and draw conclusions (using text features in nonfiction) to:</b></p> <p>d. explain common graphic features to assist in the interpretation of text</p> <p>e. follow written multi-step directions</p> <p><b>2.W.1.A.a</b></p> <p><b>Follow a writing process to plan a first draft by:</b></p> <p>a. brainstorming and recording key ideas using a graphic organizer</p> <p><b>2.W.3.A.f</b></p> <p><b>Apply research process to:</b></p> <p>f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria</p> <p><b>2.SL.2.A.a</b></p> <p><b>Develop and apply effective listening skills and strategies (for entertainment) in formal and informal settings by:</b></p> <p>a. demonstrating active listening, according to classroom expectations</p>
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<b>KNOWLEDGE 3 Unit MLS Standards: Instructional Alignment of Priority &amp; Supporting Standards</b>	
<b>Priority Standards</b>	<b>Supporting Standards</b>
<p><b>2.R.1.B.a,c,h</b></p> <p><b>Develop an understanding of vocabulary by:</b></p> <p>a. using prefixes, root words, and suffixes to determine the meaning of words</p> <p>c. using context to determine the meaning of a new word or multiple-meaning word in text</p> <p>h. using conversational, general academic and domain-specific words and phrases</p> <p><b>2.R.3.C.a</b></p> <p><b>Read, infer, draw conclusions (using text structures in nonfiction) to:</b></p>	<p><b>2.R.1.A.a</b></p> <p><b>Develop and demonstrate (comprehension) reading skills in response to text by:</b></p> <p>a. using text features to make and confirm predictions, explain why not confirmed</p> <p><b>2.R.1.B.d,f</b></p> <p><b>Develop an understanding of vocabulary by:</b></p> <p>d. using antonyms and synonyms</p> <p>f. distinguishing meaning among closely related verbs and adjectives</p> <p><b>2.R.3.A.d</b></p>

<p>a. explain main ideas and supporting details  <b>2.W.1.C.b</b>  Reread, revise, and edit drafts with assistance from adults/peers to:</p> <p>b. edit for language conventions  <b>2.W.2.A.a-c</b>  Write opinion texts that:</p> <p>a. introduce a topic or text being studied, using complete sentences  b. state an opinion about the topic or text and provide reasons for the opinion  c. use specific words that are related to the topic and audience  <b>2.W.2.C.a,b</b>  Write fiction or non-fiction narratives and poems that:</p> <p>a. establish a situation/topic based on the student's experience or imagination  b. introduce a main character and setting  <b>2.W.3.A.d,e</b>  Apply research process to:</p> <p>d. gather evidence from available sources, literary and informational  e. record basic information from literary and informational texts in simple visual format  <b>2.SL.3.A.b</b>  Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <p>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	<p>Read, infer, analyze, and draw conclusions (using text features in nonfiction) to:</p> <p>d. explain common graphic features to assist in the interpretation of text  <b>2.W.1.A.a</b>  Follow a writing process to plan a first draft by:</p> <p>a. brainstorming and recording key ideas using a graphic organizer  <b>2.SL.3.A.a</b>  Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <p>a. taking turns in discussion with a shoulder partner, according to classroom expectations</p>
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KNOWLEDGE 4 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards

**2.R.1.A.d**

**Develop and demonstrate (comprehension) reading skills in response to text by:**

**d. retelling a story's beginning, middle, and end and determining its central message, lesson, and moral**

**2.R.1.B.a,h**

**Develop an understanding of vocabulary by:**

**a. using prefixes, root words, and suffixes to determine the meaning of words**

**h. using conversational, general academic and domain-specific words and phrases**

**2.R.2.A.a,b**

**Read, infer, analyze, and draw conclusions (using fiction) to:**

**a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson**

**b. describe the main characters in works of fiction, including their traits, motivations, and feelings**

**2.W.1.C.b**

**Reread, revise, and edit drafts with assistance from adults/peers to:**

**b. edit for language conventions**

**2.W.2.C.a-c**

**Write fiction or non-fiction narratives and poems that:**

**a. establish a situation/topic based on the students' experience or imagination**

**b. introduce a main character and setting**

**c. establish and organize an event sequence to develop a beginning, middle and end**

**2.W.3.A.d,e**

**Apply research process to:**

**d. gather evidence from available sources, literary and informational**

**e. record basic information from literary and informational texts in simple visual format**

**2.SL.3.A.b**

**Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:**

**b. confirming comprehension of read-alouds and independent**

**2.R.1.C.a**

**Determine the relevant connections between:**

**a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction)**

**2.R.2.C.a,b**

**Read, infer, and draw conclusions to:**

**a. identify characters, setting, acts, and scenes in plays**

**b. identify the elements of dialogue and use them in informal plays**

**2.W.1.A.a**

**Follow a writing process to plan a first draft by:**

**a. brainstorming and recording key ideas using a graphic organizer**

**2.SL.3.A.a**

**Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:**

**a. taking turns in discussion with a shoulder partner, according to classroom expectations**

reading by retelling and asking appropriate questions	
KNOWLEDGE 5 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>2.R.1.B.a,h</b> Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>a. using prefixes, root words, and suffixes to determine the meaning of words</li> <li>h. using conversational, general academic and domain-specific words and phrases</li> </ul> <p><b>2.R.3.A.a</b> Read, infer, analyze, and draw conclusions (using text features in nonfiction) to:</p> <ul style="list-style-type: none"> <li>a. identify the main idea of sections of text and distinguish it from the topic</li> </ul> <p><b>2.W.2.A.a-e</b> Write opinion texts that:</p> <ul style="list-style-type: none"> <li>a. introduce a topic or text being studied, using complete sentences</li> <li>b. state an opinion about the topic or text and provide reasons for the opinion</li> <li>c. use specific words that are related to the topic and audience</li> <li>d. use linking/transition words and phrases to signal event order</li> <li>e. provide evidence of beginning, middle, and concluding statement or section</li> </ul> <p><b>2.W.3.A.d,e</b> Apply research process to:</p> <ul style="list-style-type: none"> <li>d. gather evidence from available sources, literary and informational</li> <li>e. record basic information from literary and informational texts in simple visual format</li> </ul> <p><b>2.SL.3.A.b</b> Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p>	<p><b>2.R.1.B.d</b> Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> <li>d. using antonyms and synonyms</li> </ul> <p><b>2.R.3.A.f</b> Read, infer, analyze, and draw conclusions (using text features in nonfiction) to:</p> <ul style="list-style-type: none"> <li>f. describe connections between and state the order of the events or ideas</li> </ul> <p><b>2.W.1.A.a</b> Follow a writing process to plan a first draft by:</p> <ul style="list-style-type: none"> <li>a. brainstorming and recording key ideas using a graphic organizer</li> </ul>

b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions	
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### KNOWLEDGE 6 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>2.R.1.B.c,h</b> Develop an understanding of vocabulary by:</p> <p>c. using context to determine the meaning of a new word or multiple-meaning word in text</p> <p>h. using conversational, general academic and domain-specific words and phrases</p> <p><b>2.R.3.C.a</b> Read, infer, draw conclusions (using text structures in nonfiction) to:</p> <p>a. explain main ideas and supporting details</p> <p><b>2.W.2.B.a-e</b> Write informative/explanatory texts that:</p> <p>a. introduce a topic or text being studies, using complete sentences</p> <p>b. use facts and definitions to develop points in generating paragraphs</p> <p>c. use specific words that are related to the topic and audience</p> <p>d. use linking words and phrases to signal event order</p> <p>e. create a concluding statement or paragraph</p> <p><b>2.SL.3.A.b</b> Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <p>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	<p><b>2.R.3.A.d,f</b> Read, infer, analyze, and draw conclusions (using text features in nonfiction) to:</p> <p>d. explain common graphic features to assist in the interpretation of text</p> <p>f. describe connections between and state the order of the events or ideas</p> <p><b>2.R.3.C.b</b> Read, infer, draw conclusions (using text structures in nonfiction) to:</p> <p>b. describe the connection between events and retell the sequence of events</p>

### KNOWLEDGE 7 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
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<p><b>2.R.1.B.h</b> Develop an understanding of vocabulary by: h. using conversational, general academic and domain-specific words and phrases</p> <p><b>2.R.3.A.a</b> Read, infer, analyze, and draw conclusions (using text features in nonfiction) to: a. identify the main idea of sections of text and distinguish it from the topic</p> <p><b>2.R.3.C.a</b> Read, infer, draw conclusions (using text structures in nonfiction) to: a. explain main ideas and supporting details</p> <p><b>2.W.2.B.a-c</b> Write informative/explanatory texts that: a. introduce a topic or text being studies, using complete sentences b. use facts and definitions to develop points in generating paragraphs c. use specific words that are related to the topic and audience</p> <p><b>2.SL.3.A.b</b> Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by: b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	<p><b>2.R.1.B.b,g</b> Develop an understanding of vocabulary by: b. using knowledge of the meaning of individual words to determine the meaning of compound words g. recognizing that some words have literal and nonliteral meanings</p> <p><b>2.R.3.A.f</b> Read, infer, analyze, and draw conclusions (using text features in nonfiction) to: f. describe connections between and state the order of the events or ideas</p> <p><b>2.SL.4.A.a-c</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. explaining a topic while maintaining eye contact with audience b. recalling and telling a story with details, including a beginning, middle, and end c.using academic language and conventions</p>
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KNOWLEDGE 8 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards	
Priority Standards	Supporting Standards
<p><b>2.R.1.B.c,h</b> Develop an understanding of vocabulary by: c. using context to determine the meaning of a new word or multiple-meaning word in text h. using conversational, general academic and domain-specific words and phrases</p>	<p><b>2.R.3.A.b-d</b> Read, infer, analyze, and draw conclusions (using text features in nonfiction) to: b. demonstrate understanding by locating facts to answer and/or ask questions c. use text features to locate specific information</p>

<p><b>2.R.3.C.a</b>  Read, infer, draw conclusions (using text structures in nonfiction) to:</p> <ul style="list-style-type: none"> <li>a. explain main ideas and supporting details</li> </ul> <p><b>2.W.1.C.a,b</b>  Reread, revise, and edit drafts with assistance from adults/peers to:</p> <ul style="list-style-type: none"> <li>a. strengthen reading as needed by revising</li> <li>b. edit for language conventions</li> </ul> <p><b>2.W.2.C.a-c,f</b>  Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> <li>a. establish a situation/topic based on the students' experience or imagination</li> <li>b. introduce a main character and setting</li> <li>c. develop sensory details</li> <li>f. use specific words that are related to the topic and audience</li> </ul> <p><b>2.W.3.A.d,e</b>  Apply research process to:</p> <ul style="list-style-type: none"> <li>d. gather evidence from available sources, literary and informational</li> <li>e. record basic information from literary and informational texts in simple visual format</li> </ul> <p><b>2.SL.3.A.b</b>  Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <ul style="list-style-type: none"> <li>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</li> </ul>	<ul style="list-style-type: none"> <li>d. explain common graphic features to assist in the interpretation of text</li> </ul> <p><b>2.R.3.B.b,c</b>  Read, infer, and draw conclusions (using literary techniques in nonfiction) to:</p> <ul style="list-style-type: none"> <li>b. ask and answer questions to clarify meaning</li> <li>c. explain examples of sensory details</li> </ul>
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**KNOWLEDGE 9 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards**

<b>Priority Standards</b>	<b>Supporting Standards</b>
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<p><b>2.R.1.B.a,h</b>  <b>Develop an understanding of vocabulary by:</b>  a. using prefixes, root words, and suffixes to determine the meaning of words  h. using conversational, general academic and domain-specific words and phrases  <b>2.R.3.C.a,c</b>  <b>Read, infer, draw conclusions (using text structures in nonfiction) to:</b>  a. explain main ideas and supporting details  c. describe the connection between and identify problems and solutions  <b>2.W.2.B.a-c</b>  <b>Write informative/explanatory texts that:</b>  a. introduce a topic or text being studies, using complete sentences  b. use facts and definitions to develop points in generating paragraphs  c. use specific words that are related to the topic and audience  <b>2.W.3.A.d,e</b>  <b>Apply research process to:</b>  d. gather evidence from available sources, literary and informational  e. record basic information from literary and informational texts in simple visual format  <b>2.SL.3.A.b</b>  <b>Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</b>  b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	<p><b>2.R.1.A.b</b>  Develop and demonstrate (comprehension) reading skills in response to text by:  b. asking and responding to relevant questions</p>
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**KNOWLEDGE 10 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards**

<b>Priority Standards</b>	<b>Supporting Standards</b>
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<p><b>2.R.1.B.c,h</b>  <b>Develop an understanding of vocabulary by:</b>  <b>c. using context to determine the meaning of a new word or multiple-meaning word in text</b>  <b>h. using conversational, general academic and domain-specific words and phrases</b></p> <p><b>2.R.3.A.a</b>  <b>Read, infer, analyze, and draw conclusions (using text features in nonfiction) to:</b>  <b>a. identify the main idea of sections of text and distinguish it from the topic</b></p> <p><b>2.W.2.B.a-c</b>  <b>Write informative/explanatory texts that:</b>  <b>a. introduce a topic or text being studies, using complete sentences</b>  <b>b. use facts and definitions to develop points in generating paragraphs</b>  <b>c. use specific words that are related to the topic and audience</b></p> <p><b>2.SL.3.A.b</b>  <b>Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</b>  <b>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</b></p>	<p><b>2.R.3.C.d</b>  <b>Read, infer, draw conclusions (using text structures in nonfiction) to:</b>  <b>d. identify the author's purpose</b></p>
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**KNOWLEDGE 11 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards**

<b>Priority Standards</b>	<b>Supporting Standards</b>
<p><b>2.R.1.B.a,h</b>  <b>Develop an understanding of vocabulary by:</b>  <b>a. using prefixes, root words, and suffixes to determine the meaning of words</b>  <b>h. using conversational, general academic and domain-specific words and phrases</b></p> <p><b>2.R.3.C.a</b>  <b>Read, infer, draw conclusions (using text structures in nonfiction) to:</b></p>	<p><b>2.R.1.A.b</b>  <b>Develop and demonstrate (comprehension) reading skills in response to text by:</b>  <b>b. asking and responding to relevant questions</b></p> <p><b>2.R.3.A.c</b>  <b>Read, infer, analyze, and draw conclusions (using text features in nonfiction) to:</b>  <b>c. use text features to locate specific information</b></p>

<p>a. explain main ideas and supporting details  <b>2.W.2.C.a-f</b>  Write fiction or non-fiction narratives and poems that:</p> <p>a. establish a situation/topic based on the students' experience or imagination  b. introduce a main character and setting  c. develop sensory details  d. follow a logical sequence of events using complete sentences to create a beginning/middle/end  e. use linking/transition words to signal event order  f. use specific words that are related to the topic and audience  <b>2.SL.3.A.b</b>  Speak clearly and to the point using conventions of language (in collaborative discussions) when presenting individually or with a group by:</p> <p>b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions</p>	
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### KNOWLEDGE 12 Unit MLS Standards: Instructional Alignment of Priority & Supporting Standards

Priority Standards	Supporting Standards
<p><b>2.R.1.B.h</b>  h. using conversational, general academic and domain-specific words and phrases  <b>2.R.3.C.a,c</b>  Read, infer, draw conclusions (using text structures in nonfiction) to:</p> <p>a. explain main ideas and supporting details  c. describe the connection between and identify problems and solutions  <b>2.W.2.A.b,c</b>  Write opinion texts that:</p> <p>b. state an opinion about the topic or text and provide reasons for the opinion  c. use specific words that are related to the topic and audience  <b>2.SL.3.A.b</b>  Speak clearly and to the point using conventions of language (in</p>	<p><b>2.R.1.B.e</b>  Develop an understanding of vocabulary by:</p> <p>e. locating words in a dictionary or glossary to determine or clarify the meaning of words and phrases  <b>2.R.3.A.f</b>  Read, infer, analyze, and draw conclusions (using text features in nonfiction) to:</p> <p>f. describe connections between and state the order of the events or ideas  <b>2.W.1.A.a</b>  Follow a writing process to plan a first draft by:</p> <p>a. brainstorming and recording key ideas using a graphic organizer  <b>2.W.1.D.a,b</b>  With assistance from adults/peers:</p> <p>a. use a variety of conventional/digital tools to produce and publish writing</p>

**collaborative discussions) when presenting individually or with a group by:**  
**b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions**

b. introduce keyboarding skills