



JC Schools 2nd Grade Yearly ELA Standards

Overarching Standards (Taught in all units)

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.RF.4.A.a

Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension:

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

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.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.a,b

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

- a. Strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice
- b. Edit for language conventions

2.W.1.D.a,b

With assistance from adults/peers:

- a. Use a variety of conventional/digital tools to produce and publish writing

b. Introduce keyboarding skills

2.L.1.B.a

In written text:

a. Write legibly (print, cursive)

2.SL.2.A.a

Develop and apply effective listening skills and strategies in formal and informal settings by:

a. demonstrating active listening, according to classroom expectations

| Unit | Priority Standards | Supporting Standards | Reading Foundations |
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| Unit Getting Started in the Reading & Writing Workshop 22 Days | 2.R.1.A.b Develop and demonstrate reading skills in response to text by: b. asking and responding to relevant questions 2.SL.1.A.b Develop and apply effective listening skills and strategies in formal and informal settings by: b. following three-step instructions, according to classroom expectations 2.SL.3.A.a Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. Taking turns in discussion with a shoulder partner, according to classroom expectations | 2.R.1.A.e Develop and demonstrate reading skills in response to text by: e. monitoring comprehension and making corrections and adjustments when understanding breaks down | |
| Unit 1 Personal Narratives | 2.R.1.A.b,d Develop and demonstrate reading skills in response to text by: b. asking and responding to relevant questions | 2.R.1.A.e Develop and demonstrate reading skills in response to text by: e. monitoring comprehension and making corrections and adjustments when | 2.RF.1.A.a Develop print awareness in the reading process by: a. understanding that sentences are organized |

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| 35 Days | <p>d. Retelling a story's beginning, middle, and end and determining their central message, lesson or moral</p> <p>2.W.2.C.a-f Write fiction or nonfiction narratives and poems that:</p> <ul style="list-style-type: none"> 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 e. use linking/ transition words to signal event order f. use specific words that are related to the topic and audience <p>2.L.1.A.a-d,h In speech and written form, apply standard English grammar to:</p> <ul style="list-style-type: none"> a. Use nouns and pronouns in writing b. Use collective nouns d. use reflexive pronouns h. produce simple declarative, imperative, exclamatory, and interrogative sentences <p>2.SL.3.A.a Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> a. Taking turns in discussion with a shoulder partner, according to classroom expectations <p>2.SL.4.A.b,c Speak clearly, audibly and to the point, using conventions of language when presenting</p> | <p>understanding breaks down</p> <p>2.R.1.B.b,h Develop an understanding of vocabulary by:</p> <ul style="list-style-type: none"> b. using knowledge of the meaning of individual words to determine the meaning of compound words h. using conversational, general academic, and domain-specific words and phrases <p>2.R.2.A.a Read, infer, analyze, and draw conclusions to:</p> <ul style="list-style-type: none"> a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson <p>2.R.3.A.f Read, infer, and draw conclusions to:</p> <ul style="list-style-type: none"> f. describe connections between and state the order of the events or ideas <p>2.SL.1.A.a Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules <p>2.SL.3.A.b Speak clearly and to the point, using conventions of language when presenting individually or with a group by:</p> <ul style="list-style-type: none"> b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions | <p>into paragraphs to convey meaning</p> <p>2.RF.3.A.b,d,i,j Develop phonics in the reading process by:</p> <ul style="list-style-type: none"> b. distinguishing long and short vowels when reading regularly spelled one-syllable words d. decoding words with vowel diphthongs i. reading irregularly spelled high frequency words j. demonstrating decoding skills when reading new words in a text |
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| | <p>individually or with a group by:</p> <p>b. recalling and telling a story with details, including beginning, middle, and end</p> <p>c. using academic language and conventions</p> | | |
| <p>Unit 2</p> <p>Fables, Folktales, Fairy Tales, Dramas, & Poetry</p> <p>38 Days</p> | <p>2.R.1.A.d Develop and demonstrate reading skills in response to text by: d. Retelling a story's beginning, middle, and end and determining their central message, lesson or moral</p> <p>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)</p> <p>2.R.2.A.c Read, infer, analyze, and draw conclusion to: c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events.</p> <p>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 e. use linking/transition words to signal event order f. use specific words that are related to the topic and audience</p> | <p>2.R.1.B.c,d,g Develop an understanding of vocabulary by: c. using context to determine the meaning of a new word or multiple-meaning word in text d. using antonyms and synonyms g. recognizing that some words have literal and nonliteral meanings</p> <p>2.R.2.A.a,b,d-f Read, infer, analyze, and draw conclusions 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 d. describe cause and-effect relationships e. explain how the story changes based on who is telling the story f. compare and contrast the differences in points of view of characters and how stories are narrated</p> <p>2.R.2.B.a,b Read, infer, and draw conclusions to: a. describe how rhythm, rhyme, and repetition create imagery in poetry b. use onomatopoeia <i>*These standards should be taught through poetry.</i></p> <p>2.R.2.C.a,b</p> | <p>2.RF.3.A.c,e,g,i,j Develop phonics in the reading process by: c. decoding regularly spelled two syllable words with long vowels e. decoding words with vowel digraphs g. using contractions i. reading irregularly spelled high frequency words j. demonstrating decoding skills when reading new words in a text</p> |

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| | <p>2.L.1.A.e-g In speech and written form, apply standard English grammar to: e. use regular verbs f. use helping verbs with regular verbs g. use adjectives and adverbs in sentences</p> <p>2.L.1.B.b In written text: b. use dialogue that contains quotation marks</p> <p>2.SL.4.A.c Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: c. using academic language and conventions</p> | <p>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</p> | |
| <p>Unit 3</p> <p>Informational Reading & Opinion Writing</p> <p>40 Days</p> | <p>2.R.3.A.a,b Read, infer, and draw conclusions to: a. identify the main idea of sections of text and distinguish it from the topic b. demonstrate understanding by locating facts to answer and/or ask questions</p> <p>2.R.3.C.a Read, infer, and draw conclusions to: a. explain main ideas and supporting details</p> <p>2.W.2.A.a-e 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</p> | <p>2.R.1.A.c,e Develop and demonstrate 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 e. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>2.R.1.B.a,c,e,f,h Develop an understanding of vocabulary by: a. using prefixes, root words, and suffixes to determine the meaning of words c. using context to determine the meaning of a new word or multiple-meaning word in text e. locating words in a dictionary or glossary to determine or clarify the meaning of</p> | <p>2.RF.3.A.c,f,h-j Develop phonics in the reading process by: c. decoding regularly spelled two syllable words with long vowels f. reading words with common prefixes and suffixes h. using common syllable patterns to decode words including r-controlled vowels i. reading irregularly spelled high frequency words j. demonstrating decoding skills when reading new words in a text</p> |

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| | <p>e. provide evidence of a beginning, middle, and concluding statement or section</p> <p>2.L.1.A.c In speech and written form, apply standard English grammar to: c. Use common irregular nouns</p> <p>2.L.1.B.c-i In written text: c. use apostrophes correctly for contractions d. capitalize weeks, days, months, holidays e. capitalize abbreviated titles of people f. spell words using irregular spelling patterns g. spell and use the 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 i. arrange words in alphabetical order to the second letter</p> | <p>words or phrases f. distinguishing meaning among closely related verbs and adjectives h. using conversational, general academic, and domain-specific words and phrases</p> <p>2.R.3.A.c-e Read, infer, and draw conclusions to: c. use text features to locate specific information d. explain common graphic features to assist in the interpretation of text e. follow written multi-step directions</p> <p>2.R.3.B.a,c Read, infer, and draw conclusions to: a. explain why a text is fiction or nonfiction c. explain examples of sensory details</p> | |
| <p>Unit 4</p> <p>Informational</p> <p>35 Days</p> | <p>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)</p> <p>2.R.3.B.b Read, infer, and draw conclusions to: b. ask and answer questions to clarify meaning</p> <p>2.R.3.C.e Read, infer, and draw conclusions to: e. compare and contrast the most important points presented by texts on the same topic</p> <p>2.W.2.B.a-e Write informative/explanatory texts that:</p> | <p>2.R.1.A.c Develop and demonstrate 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</p> <p>2.R.1.C.b Determine the relevant connections between: b. text to world (text ideas regarding experiences in the world)</p> <p>2.R.3.A.f Read, infer, and draw conclusions to: f. describe connections between and state</p> | <p>2.RF.3.A.a,f,i,j 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 f. reading words with common prefixes and suffixes i. reading irregularly spelled high frequency</p> |

- a. introduce a topic or text being studied, 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
- d. Use linking words and phrases to signal event order
- e. Create a concluding statement or paragraph

2.SL.4.A.a

Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:

- a. explaining a topic (student-chosen or teacher assigned), while maintaining eye contact with audience

the order of the events or ideas

2.R.3.C.b-d

Read, infer, and draw conclusions to:

- b. describe the connection between events and retell the sequence of events
- c. describe the connection between and identify problems and solutions
- d. identify the author's purpose

2.R.4.A.a-c

Read to develop an understanding of media and its components by:

- a. explaining purposes of media
- b. describing techniques used to create media messages
- c. identifying various written conventions for using digital media

2.W.3.A.a-f

Apply research process to:

- a. generate a list of open-ended questions about topics of interest
- b. create an individual question about a topic
- c. use own question to find information on a topic
- d. gather evidence from available sources, literary and informational
- e. record basic information from literary and informational texts in simple visual format
- f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria

words

- j. demonstrating decoding skills when reading new words in a text