Second Reading and Writing Units of Instruction 2022-23

Launch Unit: Foundations 22 Days	**UNIT 1: Informational A** 21 Days	**UNIT 2: Narrative A** 21 Days	**UNIT 3: Opinion A** 22 Days	**UNIT 4: Narrative B** 23 Days	**UNIT 5: Informational B** 20 Days	**UNIT 6: Opinion B** 30 + 13 Flex
Prioritized Standards for 21-22 **RF.2.3** • RF.2.4 **RL.2.1** **RL.2.2** • RL.2.6 • RL.2.7 • C.2.1;C. 2.2;C.3 • L.2.2 • HW.2.1	**Prioritized Standards for 21-22** **RF.2.3** • RF.2.4 **RI.2.1** **RI.2.2** • C.2.2 • C.2.6 • L.2.4 • HW.2.1	**Prioritized Standards for 21-22** **RF.2.3** • RF.2.4 **RL.2.1** **RL.2.2** **RL.2.4** • RL.2.5 • C.2.3 • L.2.2 • HW.2.1	**Prioritized Standards for 21-22** **RF.2.3** • RF.2.4 • RL.2.6 **RI.2.1** • RI.2.6 **RI.2.4** • RI.2.8 • C.2.1 • C.2.6 • L.2.4 • HW.2.1	**Prioritized Standards for 21-22** **RF.2.3** **RF.2.4** **RL.2.1** • RL.2.3 **RL.2.4** • RL.2.9 • RL.2.10 **C.2.3** • L.2.1 • HW.2.1	**Prioritized Standards for 21-22** **RF.2.3** **RF.2.4** **RI.2.1** **RI.2.2** • RI.2.5 • RI.2.7 **C.2.2** • C.2.4 • C.2.5 • L.2.5 • HW.2.1	**Prioritized Standards for 21-22** **RF.2.3** • RF.2.4 **RI.2.1** • RI.2.3 **RI.2.4** • RI.2.9 • RI.2.10 **C.2.1** • L.2.3 • HW.2.1

2022-23 Focus Questions to collect evidence of throughout the year and reconsider at the end of the year:

- ***Are there too many units for adequate time for instruction and assessment?***
- ***Should the same writing unit cover two reading units? For example, should C.2.2 be the writing priority in Unit 1 and 2, C.2.3 be the writing priority for 3 and 4, and C.2.1 for 5 and 6 for adequate time?***

Grade 2 Reading and Writing

Prioritized Standards and

Instructional-Launching Workshop and Guided Reading 1

2nd Grade Reading and Writing
Launch Unit: Foundations

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**Priority Standard**
RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Supporting Standard

RL.1.1	**RL.2.1**	RL.3.1	**Priority Standard**
With prompting and support, ask and answer explicit questions about key	*Ask and answer such* QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND	Ask and answer questions, and make and support logical inferences to construct	

ideas and details, and make and support logical inferences to construct meaning from the text.	HOW, and **make and support logical inferences to construct meaning** from the text.	meaning from the text.	

Priority Standard

RL.1.2	**RL.2.2**	RL.3.2
With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/ or moral.	Identify **implicit and** explicit information from a summary **to determine the** AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL, including but not limited to FABLES AND FOLKTALES FROM DIVERSE CULTURES.	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

Supporting Standard

RL.1.6	**RL.2.6**	RL.3.6
With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, *acknowledge differences in the* PERSPECTIVES OF CHARACTERS, including *by speaking in a different voice for each character when reading dialogue aloud*, and **how those** PERSPECTIVES **shape the content of the text**	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.

RL.1.7	**RL.2.7**	RL.3.7	Supporting Standard
Use a story's illustrations and details to describe its characters, setting and events.	*Use a story's illustrations and words in* PRINT/NON-PRINT TEXTS **to demonstrate understanding of** CHARACTERS, SETTING AND PLOT.	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.	
C.1,1	**C.2.1**	3.1	Supporting Standard
Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b.Introduce the topic c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support	**Compose** OPINION PIECES, *using a combination of writing and digital resources,* on topics or texts, **with supporting reasons**. *(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)* a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic,* **followed by an** OPINION STATEMENT, **and create an organizational structure.** **c. Provide reasons with details to support the opinion.**	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions.	

from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	*d. Use grade-appropriate TRANSITIONS.* ***e. Provide a concluding section.*** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	
			Supporting Standard

C.1.2	**C.2.2**	C.3.2
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences.	**Compose** INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, *to establish a topic and provide information about the topic.* (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic.* **c. Supply** *information* **with detail to develop the topic**. *d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.*	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text

e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	*e. Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs*. f. Provide a concluding section. g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

C.1.3	**C.2.3**	C.3.3	Supporting Standard
Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe	**Compose** NARRATIVES, using writing and digital resources, to develop **real or imagined** experiences or multiple events or ideas, **using effective technique, descriptive details and clear sequences.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization *are appropriate to task and purpose.* *b. Recount a single event or*	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and or circular structure. . Use dialogue and descriptions of actions, thoughts and feelings to	

actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	*multiple events, memories or ideas.* *c. Include details which describe actions, thoughts, emotions.* *d. Use temporal words and phrases to signal event order.* e. Create a sense of closure. f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

L.1.2	**L.2.2**	L.3.2	Supporting Standard
When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and	**When writing**: *a. Capitalize* PROPER NOUNS, including but not limited to HOLIDAYS, PRODUCT NAMES AND GEOGRAPHIC NAMES. *b. Demonstrate appropriate use of* COMMAS IN VARIED COMMUNICATION FORMATS (e.g., letter, email, blog). *c. Use* APOSTROPHE to form CONTRACTIONS AND POSSESSIVES. d. Generalize SPELLING PATTERNS. e. Use reference materials to self-check and correct spelling.	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.	

spelling conventions.			
			Supporting Standard

HW.1.1	**HW.2.1**	HW.3.1
Legibly print all upper- and lowercase letters and numerals with correct form.	**Introduce formation of all upper- and lowercase cursive letters.**	Legibly form cursive letters, words, and sentences with accepted norms.

Grade 2 Reading and Writing

Priority Standards and Instructional Unit 1

2nd Grade Reading and Writing

Unit 1: Informational A

**This unit is designed to...

****Priority Standards will be summatively assessed throughout Quarter 1. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**Priority Standard**
RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Supporting Standard
RI.1.1 With prompting and support, ask and answer explicit questions about key ideas **RI.2.1** *Ask and answer such* QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND RI.3.1 Ask and answer questions, and make and support logical inferences to	**Priority Standards**

and details, and make and support logical inferences to construct meaning from the text.	HOW, and **make and support logical inferences to construct meaning** from the text.	construct meaning from the text.	
			Priority Standards
RI.1.2	**RI.2.2**	RI.3.2	
With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	Identify **implicit and** *explicit information from a summary* **to determine the** CENTRAL IDEA of a text.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	
			Supporting Standard **Revised for 2022-23**
C.1.2	**C.2.2**	C.3.2	
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing	**Compose** INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, *to establish a topic and provide information about the topic.* (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing**	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group	

and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**and/or pictures as needed.** *b. Introduce the topic.* **c. Supply** *information* **with detail to develop the topic**. *d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.* *e. Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs*. f. Provide a concluding section. g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

C.1.6	**C.2.6**	C.3.6	Supporting Standard
With guidance and support, collect information from real world experiences or provided sources to answer or generate questions.	*Collect information from real-world experiences or provided sources* **to answer or generate questions.**	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories	

Supporting Standard

L.1.4	**L.2.4**	L.3.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	*Determine or clarify the meaning of unknown and multiple-meaning words and phrases* based on grade 2 reading and content, choosing flexibly from an array of strategies. a. **Use** SENTENCE-LEVEL CONTEXT **as a clue to the meaning of a word or phrase.** ‘ *b. Determine the meaning of the new word formed when a known* PREFIX *is added to a known word.* *c. Use a known* ROOT WORD *as a clue to the meaning of an unknown word with the same root.* *d. Use knowledge of the meaning of individual words* ***to predict the meaning of compound words.*** *e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases*. **f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using** ADJECTIVES AND ADVERBS **to describe.**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

HW.1.1	**HW.2.1**	HW.3.1	Supporting Standard
Legibly print all upper- and lowercase letters and numerals with correct form.	**Introduce formation of all upper- and lowercase cursive letters.**	Legibly form cursive letters, words, and sentences with accepted norms.	

Grade 2 Reading and Writing

Priority Standards and Instructional Unit 2

2nd Grade Reading and Writing
Unit 2: Narrative A

**This unit is designed to...	
****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**	
Multidimensionality *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**Priority Standard**
RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Supporting Standard

RL.1.2	**RL.2.1**	RL.3.1	**Priority Standard**
With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	*Ask and answer such* QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and **make and support logical inferences to construct meaning** from the text.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	
RL.1.2	**RL.2.2**	RL.3.2	**Priority Standard**
With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/ or moral.	Identify **implicit and** explicit information from a summary **to determine the** AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL, including but not limited to FABLES AND FOLKTALES FROM DIVERSE CULTURES.	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	
RL.1.4	**RL.2.4**	RL.3.4	**Priority Standard**
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to	*Describe how words and phrases,* including but not limited to REGULAR BEATS, ALLITERATION, RHYMES	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from	

construct meaning.	and/or REPEATED LINES, *supply rhythm and* **shape meaning** in a story, poem or song.	nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	
RL.1.5	**RL.2.5**	RL.3.5	Supporting Standard
Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	*Describe* ***how parts of the text contribute to*** *the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.*	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas' including but not limited to linear, non-linear and circular structures.	
C.1.3	**C.2.3**	C.3.3	Supporting Standard **Revised for 2022-23**
Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	**Compose** NARRATIVES, using writing and digital resources, to develop **real or imagined** experiences or multiple events or ideas, **using effective technique, descriptive details and clear sequences.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must	

every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization *are appropriate to task and purpose.* *b. Recount a single event or multiple events, memories or ideas.* *c. Include details which describe actions, thoughts, emotions.* *d. Use temporal words and phrases to signal event order.* e. Create a sense of closure. f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and or circular structure. . Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

L.1.2	**L.2.2**	L.3.2	Supporting Standard
When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation.	**When writing**: *a. Capitalize* PROPER NOUNS, including but not limited to HOLIDAYS, PRODUCT NAMES AND GEOGRAPHIC NAMES. *b. Demonstrate appropriate use*	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue.	

c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	*of* COMMAS IN VARIED COMMUNICATION FORMATS (e.g., letter, email, blog). *c. Use* APOSTROPHE to form CONTRACTIONS AND POSSESSIVES. d. Generalize SPELLING PATTERNS. e. Use reference materials to self-check and correct spelling.	d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.	
HW.1.1	**HW.2.1**	HW.3.1	Supporting Standard
Legibly print all upper- and lowercase letters and numerals with correct form.	**Introduce formation of all upper- and lowercase cursive letters.**	Legibly form cursive letters, words, and sentences with accepted norms.	

Grade 2 Reading and Writing

Priority Standards and Instructional Unit 3

2nd Grade Reading and Writing

Unit 3: Opinion A

**This unit is designed to...	
****Priority Standards will be summatively assessed throughout. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**	
Multidimensionality *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**Priority Standard**
RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Supporting Standard

Supporting Standard

RL.1.6	**RL.2.6**	RL.3.6
With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, *acknowledge differences in the* PERSPECTIVES OF CHARACTERS, including *by speaking in a different voice for each character when reading dialogue aloud*, and **how those** PERSPECTIVES **shape the content of the text**	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.

Priority Standard

RI.1.1	**RI.2.1**	RI.3.1
With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	*Ask and answer such* QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and **make and support logical inferences to construct meaning** from the text.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.

Priority Standard

RI.1.4	**RI.2.4**	RI.3.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	*Determine the meaning of general* ACADEMIC WORDS AND PHRASES and **how those words and phrases**	Determine the meaning of general academic words and phrases in a grade level text, and describe how those

	shape meaning in a GRADE-LEVEL TEXT.	words and phrases shape meaning.	
RI.1.6	**RI.2.6**	RI.3.6	Supporting Standard
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	*Identify the* MAIN PURPOSE *of a text, including what the author wants to* ANSWER, EXPLAIN OR DESCRIBE, and **how that purpose shapes the** *content* **of the text.**	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text	
RI.1.8	**RI.2.8**	RI.3.8	Supporting Standard
Identify the claim and the reasons an author gives to support the claim in a text.	**Describe how** REASONS **support specific** CLAIMS *the author makes* in a text.	Describe how reasons and evidence support specific claims the author makes in a text.	
C.1.1	**C.2.1**	C.3.1	Supporting Standard **Revised for 2022-23**
Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	**Compose** OPINION PIECES, *using a combination of writing and digital resources,* on topics or texts, **with supporting reasons**. *(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not*	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	

every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b.Introduce the topic c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	*every writing experience must utilize those digital resources.)* a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic,* **followed by an** OPINION STATEMENT, **and create an organizational structure.** **c. Provide reasons with details to support the opinion.** *d. Use grade-appropriate TRANSITIONS.* ***e. Provide a concluding section.*** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

C.1.6	**C.2.6**	C.3.6	Supporting Standard
With guidance and support, collect information from real world experiences or provided sources to answer or generate questions.	*Collect information from real-world experiences or provided sources* **to answer or generate questions.**	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories	

Supporting Standard

L.1.4	**L.2.4**	L.3.4
Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	*Determine or clarify the meaning of unknown and multiple-meaning words and phrases* based on grade 2 reading and content, choosing flexibly from an array of strategies. a. **Use** SENTENCE-LEVEL CONTEXT **as a clue to the meaning of a word or phrase.** ‘ *b. Determine the meaning of the new word formed when a known* PREFIX *is added to a known word.* *c. Use a known* ROOT WORD *as a clue to the meaning of an unknown word with the same root.* *d. Use knowledge of the meaning of individual words* ***to predict the meaning of compound words.*** *e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases*. **f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using** ADJECTIVES AND ADVERBS **to describe.**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

HW.1.1	**HW.2.1**	HW.3.1
Legibly print all upper- and lowercase letters and numerals with correct form.	**Introduce formation of all upper- and lowercase cursive letters.**	Legibly form cursive letters, words, and sentences with accepted norms.

Supporting Standard

Grade 2 Reading and Writing

Priority Standards and Instructional Unit 4

2nd Grade Reading and Writing
Unit 4: Narrative B

**This unit is designed to...

****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.***

Multidimensionality
Green (italic) = Comprehension **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**Priority Standard**
RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	**Priority Standard Revised for 2022-23**
RL.1.1: With prompting and support, ask and answer explicit questions about key ideas and details, and make and support **RL.2.1**: *Ask and answer such* QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and **make** RL.3.1: Ask and answer questions, and make and support logical inferences to construct meaning from the text.	**Priority Standard**

logical inferences to construct meaning from the text.	**and support logical inferences to construct meaning** from the text.		
			Supporting Standard
RL.1.3	**RL.2.3**	RL.3.3	
Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	*Describe how* CHARACTERS in a story *respond* to MAJOR EVENTS AND CHALLENGES **in order to make meaning** of the *story development.*	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	
			Priority Standard
RL.1.4	**RL.2.4**	RL.3.4	
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	*Describe how words and phrases,* including but not limited to REGULAR BEATS, ALLITERATION, RHYMES and/or REPEATED LINES, *supply rhythm and* **shape meaning** in a story, poem or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	

RL.1.9	**RL.2.9**	RL.3.9	Supporting Standard
Compare/contrast the adventures and experiences of characters in stories.	***Compare/contrast*** TWO OR MORE VERSIONS *of the same story by* DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES.	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	
RL.1.10	**RL.2.10**	RL.3.10	Supporting Standard
With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	By the end of the year, **flexibly use a variety of comprehension strategies** *(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)* **to read,** *comprehend* **and analyze** GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS **independently and proficiently**.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	

C.1.3	**C.2.3**	C.3.3
Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**Compose** NARRATIVES, using writing and digital resources, to develop **real or imagined** experiences or multiple events or ideas, **using effective technique, descriptive details and clear sequences.** (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization *are appropriate to task and purpose.* *b. Recount a single event or multiple events, memories or ideas.* *c. Include details which describe actions, thoughts, emotions.* *d. Use temporal words and phrases to signal event order.* e. Create a sense of closure. f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and or circular structure. . Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by

Priority Standard

		planning, revising and editing.	

Supporting Standard

L.1.1	**L.2.1**	L.3.1
When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	**In writing or speaking,** *demonstrate appropriate use of*: a. COLLECTIVE NOUNS. b. FREQUENTLY OCCURRING IRREGULAR NOUNS. c. REFLEXIVE PRONOUNS. d. PAST TENSE OF FREQUENTLY OCCURRING IRREGULAR VERBS. e. ADJECTIVES AND ADVERBS in sentence formation. f. producing, expanding and rearranging COMPLETE SIMPLE AND COMPOUND SENTENCES	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. form and use regular and irregular plural nouns. c. use abstract nouns. d. form and use regular and irregular verbs. e. use verb tenses. f. ensure subject-verb and pronoun-antecedent agreement. g. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. use coordinating and subordinating conjunctions. i. produce simple, compound and complex sentences.

HW.1.1	**HW.2.1**	HW.3.1
Legibly print all upper- and lowercase letters and numerals with correct form.	**Introduce formation of all upper- and lowercase cursive letters.**	Legibly form cursive letters, words, and sentences with accepted norms.

Supporting Standard

Grade 2 Reading and Writing

Priority Standards and Instructional Unit 5

2nd Grade Reading and Writing
Unit 5: Informational B

**This unit is designed to...	
****Priority Standards will be summatively assessed. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**	
Multidimensionality *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**Priority Standard**
RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	**Priority Standard Revised for 2022-23**

RI.1.1	**RI.2.1**	RI.3.1	**Priority Standard**
With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	*Ask and answer such* QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and **make and support logical inferences to construct meaning** from the text.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	
RI.1.2	**RI.2.2**	RI.3.2	**Priority Standard**
With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	Identify **implicit and** *explicit information from a summary* **to determine the** CENTRAL IDEA of a text.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	
RI.1.5	**RI.2.5**	RI.3.5	Supporting Standard
Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	*Identify and describe* INFORMATIONAL TEXT STRUCTURES, including SEQUENCE/CHRONOLOGICAL AND DESCRIPTIVE STRUCTURES, and d*escribe the logical connection between particular sentences and*	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they	

	paragraphs in a text and **how they contribute t**o the *overall structure.*	contribute to the overall structure.	
			Supporting Standard
RI.1.7	**RI.2.7**	RI.3.7	
Use the visuals and details in a text to describe its key ideas.	*Identify information gained from* VISUALS AND WORDS in the text, and **explain how that information contributes to understanding** of the text.	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	
			Priority Standard
C.1.2	**C.2.2**	C.3.2	
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing	**Compose** INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, *to establish a topic and provide information about the topic.* (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing**	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group	

and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	**and/or pictures as needed.** *b. Introduce the topic.* **c. Supply** *information* **with detail to develop the topic**. *d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.* *e. Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs*. f. Provide a concluding section. g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

C.1.4	**C.2.4**	C.3.4	Supporting Standard
With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	With guidance and support from adults, *use a* VARIETY OF DIGITAL RESOURCES **to create and publish products, including in collaboration with peers.**	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	

C.1.5	**C.2.5**	C.3.5	
With guidance and support, participate in shared research	**Conduct shared** RESEARCH **and writing projects** *that*	Conduct short research projects that build knowledge	

and writing projects.	*build knowledge about a topic.*	about a topic.

Supporting Standard

L.1.5	**L.2.5**	L.3.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	**Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their** SYNONYMS and ANTONYMS. **b. Distinguish the shades of meaning among closely related verbs** (e.g., toss, throw, hurl) **and closely related adjectives** (e.g., thin, slender).	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.

Supporting Standard

HW.1.1	**HW.2.1**	HW.3.1
Legibly print all upper- and lowercase letters and numerals with correct form.	**Introduce formation of all upper- and lowercase cursive letters.**	Legibly form cursive letters, words, and sentences with accepted norms.

Grade 2 Reading and Writing

Priority Standards and Instructional Unit 6

2nd Grade Reading and Writing

Unit 6: Opinion B

**This unit is designed to...	
****Priority Standards will be summatively assessed throughout Quarter 3. All supporting standards are to be formatively assessed, driving reteaching and instructional adjustments to meet the needs of all students.**	
Multidimensionality *Green (italic) = Comprehension* **Purple (bold) = Analysis** MAROON (CAPS) = CONTENT	
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**Priority Standard**
RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Supporting Standard
RI.1.1 | **RI.2.1** | RI.3.1	**Priority Standard**

With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	*Ask and answer such* QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and **make and support logical inferences to construct meaning** from the text.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	
RI.1.3	**RI.2.3**	RI.3.3	Supporting Standard
With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	**Describe the connection between** INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES *over the course of a text.*	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	
RI.1.4	**RI.2.4**	RI.3.4	**Priority Standard**
Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	*Determine the meaning of general* ACADEMIC WORDS AND PHRASES and **how those words and phrases shape meaning** in a GRADE-LEVEL TEXT.	Determine the meaning of general academic words and phrases in a grade level text, and describe how those words and phrases shape meaning.	

RI.1.9	**RI.2.9**	RI.3.9	Supporting Standard
Identify information from two or more texts on similar themes or topics.	**Describe the relationship between** *information* from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.	Explain the relationship between information from two or more texts on the same theme or topic.	
RI.1.10	**RI.2.10**	RI.3.10	Supporting Standard
With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	By the end of the year, **flexibly use a variety of comprehension strategies** *(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)* **to read,** *comprehend* **and analyze** GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS **independently and proficiently**.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	
C.1.1	**C.2.1**	C.3.1	**Priority Standard**
Compose opinion pieces, using a combination of drawing, dictating, writing and digital	**Compose** OPINION PIECES, *using a combination of writing and digital resources,* on topics	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts,	

resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b.Introduce the topic c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	or texts, **with supporting reasons**. *(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)* a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.** *b. Introduce the topic,* **followed by an** OPINION STATEMENT, **and create an organizational structure.** **c. Provide reasons with details to support the opinion.** *d. Use grade-appropriate TRANSITIONS.* ***e. Provide a concluding section.*** f. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising and** *editing.*	with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

L.1.3	**L.2.3**	L.3.3	Supporting Standard
(Begins in grade 2)	*Use knowledge of language and its conventions* ***when writing, speaking, reading or listening.***	Use knowledge of language and its conventions when writing, speaking, reading or listening.	

	a. Compare FORMAL AND INFORMAL ***uses of English.***	a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	
			Supporting Standard

HW.1.1	**HW.2.1**	HW.3.1
Legibly print all upper- and lowercase letters and numerals with correct form.	**Introduce formation of all upper- and lowercase cursive letters.**	Legibly form cursive letters, words, and sentences with accepted norms.