

Standards Scope and Sequence, Grade 2

Quarter: 1

Unit 1	Unit 2
Reading: Literature	Reading: Informational Text
<p>Key Ideas and Details 2.RL.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text 2.RL.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral 2.RL.3: Describe how characters in a story respond to major events and challenges. Craft and Structure 2.RL.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Integration of Knowledge and Ideas 2.RL.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Key Ideas and Details 2.RI.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2.RI.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure 2.RI.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. Integration of Knowledge and Ideas 2.RI. 7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>
Reading Foundational Skills	Reading Foundational Skills
RF.S.2.3 Know and apply grade-level phonics and word analysis skills in decoding words RFS.2.4 Read with sufficient accuracy and fluency to support comprehension	RF.S.2.3 Know and apply grade-level phonics and word analysis skills in decoding words RFS.2.4 Read with sufficient accuracy and fluency to support comprehension
Writing: Narrative	Writing: Narrative
<p>Text Types and Purposes 2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Production and Distribution of Writing 2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p>	<p>Text Types and Purposes 2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Production and Distribution of Writing 2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing 2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
Speaking and Listening	Speaking and Listening
<p>2.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p>	<p>2.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2 Recount or describe key ideas or details from a text read aloud or information 2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

<p>2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p> <p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences presented orally or through other media.</p> <p>2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</p> <p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>Language</p>	<p>Language</p>
<p>2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

Standards Scope and Sequence, Grade 2

Quarter: 2

Unit 3	Unit 4
<p align="center">Reading Literature</p>	<p align="center">Reading Informational Text</p>
<p>Key Ideas and Details 2.RL.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text 2.RL.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral Craft and Structure 2.RL.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Integration of Knowledge and Ideas 2.RL.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.RL.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Key Ideas and Details 2.RI.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2.RI.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Craft and Structure 2.RI.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Integration of Knowledge and Ideas 2.RI.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2.RI.9: Compare and contrast the most important points presented by two texts on the same topic.</p>
<p align="center">Reading Foundation Skills</p>	<p align="center">Reading Foundational Skills</p>
<p>RF.S.2.3 Know and apply grade-level phonics and word analysis skills in decoding words RFS.2.4 Read with sufficient accuracy and fluency to support comprehension</p>	<p>RF.S.2.3 Know and apply grade-level phonics and word analysis skills in decoding words RFS.2.4 Read with sufficient accuracy and fluency to support comprehension</p>
<p>Writing: Information/Expository Text Types and Purposes 2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Production and Distribution of Writing 2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing Research to Build and Present Knowledge 2.W.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.W.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Writing: Information/Expository Text Types and Purposes 2.W.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Production and Distribution of Writing 2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing 2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Research to Build and Present Knowledge 2.W.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.W.8: Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening 2.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension,</p>	<p>Speaking and Listening 2.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2: Recount or describe key ideas or details from a text read aloud or information</p>

<p>gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>presented orally or through other media.</p> <p>2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>Language</p> <p>2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Language</p> <p>2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>2.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

Standards Scope and Sequence, Grade 2

Quarter: 3

Unit 5	Unit 6
<p>Reading: Literature Key Ideas and Details 2.RL.1: Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text 2.RL.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral Craft and Structure 2.RL.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Integration of Knowledge and Ideas 2.RL.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Reading: Literature Key Ideas and Details 2.RI.1: Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 2.RI.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Craft and Structure 2.RI.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe Integration of Knowledge and Ideas 2.RI.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2.RI.8: Describe how reasons support specific points the author makes in a text.</p>
<p>Reading Foundational Skills RF.S.2.3 Know and apply grade-level phonics and word analysis skills in decoding words RFS.2.4 Read with sufficient accuracy and fluency to support comprehension</p>	<p>Reading Foundational Skills RF.S.2.3 Know and apply grade-level phonics and word analysis skills in decoding words RFS.2.4 Read with sufficient accuracy and fluency to support comprehension</p>
<p>Writing: Opinion Text Types and Purposes 2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. Production and Distribution of Writing 2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing Research to Build and Present Knowledge 2.W.8: Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Writing: Opinion Text Types and Purposes 2.W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. Production and Distribution of Writing 2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing 2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Research to Build and Present Knowledge 2.W.8: Recall information from experiences or gather information from provided sources to answer a question.</p>
<p>Speaking and Listening 2.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Speaking and Listening 2.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3: Ask and answer questions about what a speaker says in order to clarify</p>

<p>2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>Language</p> <p>2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Language</p> <p>2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

Standards Scope and Sequence, Grade 2

Quarter: 4

Unit 7	Unit 8
<p>Reading: Literature Key Ideas and Details 2.RL.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text 2.RL.3: Describe how characters in a story respond to major events and challenges. Craft and Structure 2.RL.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2.RL.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Reading: Informational Text Key Ideas and Details 2.RI.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2.RI.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure 2.RI.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. 2.RI.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>
<p>Reading Foundational Skills RF.S.2.3 Know and apply grade-level phonics and word analysis skills in decoding words RFS.2.4 Read with sufficient accuracy and fluency to support comprehension</p>	<p>Reading Foundational Skills RF.S.2.3 Know and apply grade-level phonics and word analysis skills in decoding words RFS.2.4 Read with sufficient accuracy and fluency to support comprehension</p>
<p>Writing: Narrative Text Types and Purposes 2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Production and Distribution of Writing 2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</p>	<p>Writing: Narrative Text Types and Purposes 2.W.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Production and Distribution of Writing 2.W.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing 2.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Speaking and Listening: 2.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences 2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Speaking and Listening: 2.SL.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.SL.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p>

	<p>2.SL.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
<p>Language 2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.L.5: Demonstrate understanding of word relationships and nuances in word meanings. 2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Language 2.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 2.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. 2.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>