

**2nd Grade Priority Standards
Reading and Writing 2020-2021**

Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Foundation Skills	2. RF.3 -Know and apply grade-level phonics and word analysis skills in decoding words.	x(a)	x(b)	x(c)	x(b,f)
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	x(b)	x(c)	x(c)	x(d)
	b. Know spelling-sound correspondences for additional common vowel teams.		x(c)	x(b,f)	x(e)
	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.				
Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Literature	2.RL.1 -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.	x	x	x	xx
Reading Literature	2.RL.2 -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.	x	x		
Reading Literature	2.RL.3 -Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.			x	
Reading Literature	2.RL.5 -Describe 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.		x		

**2nd Grade Priority Standards
Reading and Writing 2020-2021**

Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Informational	2.RI.1- 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.	x	x x	x x	x x
Reading Informational	2.RI.2- Identify implicit and explicit information from a summary to determine the central idea of a text.	x	x	x	x
Reading Informational	2.RI.6- 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.		x	x	
Reading Informational	2.RI.7- Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.			x	x
Reading Informational	2.RI.9- Describe the relationship between information from two or more texts on the same theme or topic.				x
Strand	Priority Standards	Q1	Q2	Q3	Q4
Composition	<p>2.C.1-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.)</p> <ul style="list-style-type: none"> 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 opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. 	x	x	x	x

**2nd Grade Priority Standards
Reading and Writing 2020-2021**

	<ul style="list-style-type: none"> 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. 				
Composition	<p>2.C.2-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.)</p> <ul style="list-style-type: none"> 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. 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. 	x	x	x	x
Composition	<p>2.C.3-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.)</p> <ul style="list-style-type: none"> 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. 	x	x	x	x

**2nd Grade Priority Standards
Reading and Writing 2020-2021**

	<ul style="list-style-type: none"> 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. 				
Composition	2.C.5 -Conduct shared research and writing projects that build knowledge about a topic.	x x		x	x
Strand	Priority Standards	Q1	Q2	Q3	Q4
Language	2.L.2 -When writing: <ul style="list-style-type: none"> 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 an apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling. 	x(d,e) x(e)	x (e) x(a,e) x(c,e) x(b) x(a,c)	x(c,e) x(a,c) x(c,e) x(b) x(e)	x(e) x(b,e) x(e)
Language	2.L.4 -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. <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 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. 	x (a,d) x(a)	x(a) x(a) x(a) x(d)	x(a) x(d) x(a) x(a)	x(a) x(a,c) X(a)

Quarter 1: 8-10-20 thru 10-14-20

**2nd Grade Priority Standards
Reading and Writing 2020-2021**

Quarter 2: 10-15-20 thru 12-18-20

Quarter 3: 1-4-21 thru 3-9-21

Quarter 4: 3-10-21 thru 5-20-21