





# Standards

Unit Title: Wind and Water Change Earth		Estimated Time Frame: 15 days	
Essential Standards: RF.2.3, RI.2.6, RI.2.3, RI.2.7, RI.2.8, RI.2.9, RI.2.10, HW.2.1, C.2.2, C.2.4, C.2.5, C.2.6, L.2.1, L.2.2, L.2.3, L.2.4 Supporting Standards: RF.2.4, RL.2.5 Assessment: <a href="#">FCPS Unit 8 Assessment</a> End of Unit Common Assessed Standards: RI.2.6, RI.2.8, RI.2.9 <i>*All essential standards will be assessed by the end of the year.</i>			
Pacing Guide and Frameworks		Additional Supporting Links	
<a href="#">Pacing Guide</a> <a href="#">Launch Unit: Foundation and Routines</a> <a href="#">Unit 1: Life Science</a> <a href="#">Unit 2: Character Matters</a> <a href="#">Unit 3: Government and Citizenship</a> <a href="#">Unit 4: Perspectives in Literature</a> <a href="#">Unit 5: Technology and Society</a> <a href="#">Unit 6: Themes Across Cultures</a> <a href="#">Unit 7: History, Culture, and Geography</a> <b>Unit 8: Earth Science</b> <a href="#">Unit 9: Economics</a> <a href="#">Unit 10: Physical Science</a>		<a href="#">Kentucky Academic Standards</a> <a href="#">Academic Language for ELA Frameworks Glossary</a> <a href="#">Benchmark Advance Foundational Scope and Sequence</a> <a href="#">Grade Level Question Stems</a> <a href="#">Literacy Guidance Document</a> <a href="#">FCPS Achievement &amp; Trauma-Informed Strategies in the Classroom</a> <a href="#">Sample Writing Timelines</a> <a href="#">Elementary Intellectual Preparation Cycle</a> <a href="#">Comprehensive Literacy Planners with KAS</a> <a href="#">Unit Internalization Note-catcher</a> <a href="#">Lesson Internalization Note-catcher</a>	
Big Ideas			
<ul style="list-style-type: none"><li>• Wind and water cause weathering and erosion, changing the shape of land.</li><li>• Changes can happen slowly, over a long time period, or quickly.</li><li>• Human activity can cause changes to Earth’s surface that affect all living things.</li><li>• Scientists record weather patterns to make predictions which can help people prepare for severe weather.</li></ul>			
Essential Question		Literacy Practices	
<ul style="list-style-type: none"><li>• How do we react to changes in nature?</li></ul>		<ol style="list-style-type: none"><li>1. Recognize that text is anything that communicates a message.</li><li>2. Employ, develop, and refine schema to understand and create text.</li><li>3. View literacy experiences as transactional, interdisciplinary and transformational.</li></ol>	

4. Utilize receptive and expressive language arts to better understand self, others, and the world.
5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Collaborate with others to create new meaning.
7. Utilize digital resources to learn and share with others.
8. Engage in specialized, discipline-specific literacy practices.
9. Apply high-level cognitive processes to think deeply and critically about text.
10. Develop a literacy identity that promotes lifelong learning.

<b>KAS Standards</b>  <b>Prerequisite Skills/Misconceptions</b>	<b>Samples of Learning Intentions/Samples of Success Criteria</b>	<b>Considerations/Common Misconceptions</b>   Indicates a misalignment to Kentucky Academic Standards   Indicates a consideration for planning and instruction.
<b>RF.2.3</b> 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.	<b>Learning Intention:</b> We are learning to decode words.  <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>● I can tell the difference between long and short vowels in one-syllable words.</li> <li>● I can identify the sounds of common vowel teams in words.</li> <li>● I can decode regularly spelled two-syllable words with long vowels.</li> <li>● I can identify prefixes.</li> <li>● I can decode prefixes.</li> <li>● I can use prefixes.</li> <li>● I can identify suffixes.</li> <li>● I can decode suffixes.</li> <li>● I can use suffixes.</li> </ul>	<b>Considerations/Common Misconceptions:</b>  Follow the <u>Benchmark Phonics Scope and Sequence</u> .   Explicitly teach the differences between digraphs and blends.

<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify consonant digraphs</li> <li>- Apply consonant digraphs when I decode new words</li> <li>- Decode one-syllable words</li> <li>- Decode words with -e and long vowel sounds</li> <li>- Determine the number of syllables in a word</li> <li>- Identify irregularly spelled words</li> <li>- Read irregularly spelled words in a text</li> <li>- Read words with inflectional endings</li> <li>- Identify blends</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of a new word using a prefix or suffix.</li> <li>• I can identify words that do not follow spelling patterns</li> </ul>	
<p><b>RI.2.3</b> Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p> <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>- Describe the connections between two individuals in a text</li> <li>- Describe the connections between two events in a text</li> <li>- Describe the connections between two ideas in a text</li> <li>- Describe the connections between two pieces of information in a text</li> </ul>	<p><b>Learning Intention:</b> We are learning to describe how information or ideas in a text are connected.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can describe how the individuals are connected to other individuals.</li> <li>• I can describe how the individuals are connected to historical events.</li> <li>• I can describe how the individuals are connected to scientific ideas or concepts.</li> <li>• I can describe how historical events are connected to scientific ideas or concepts.</li> <li>• I can describe how scientific ideas or concepts are connected to steps in a technical procedure.</li> <li>• I can describe how steps in a process are connected.</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p> <p>◆ Model thinking aloud and making connections as you read aloud from informational texts. Students will need scaffolding and support with this concept. Students will gain confidence as they work toward mastery throughout the year.</p>

<p><b>RI.2.6</b> 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.</p> <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>- Describe information I gather from pictures or other illustrations in a text.</li> <li>- Describe information I gather from words in a text.</li> <li>- Use words and pictures to help me to describe point of view in a text.</li> <li>- Use words and pictures to help me understand perspective in a text.</li> <li>- Understand how words and pictures help me to understand the purpose of a text.</li> </ul>	<p><b>Learning Intention:</b> We are learning to identify the main purpose of a text and recognize how this purpose shapes the information and details throughout the text.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can use key details to determine what the author wants to explain.</li> <li>• I can use key details to determine what the author wants to answer.</li> <li>• I can use key details to determine what the author is describing in a text.</li> <li>• I can analyze the content to distinguish between the author's purpose to answer, explain or describe.</li> <li>• I can identify how the purpose shapes the text.</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p> <p>◆ "PIE"– Persuade, Entertain and Inform is no longer part of this standard.</p>
<p><b>RI.2.7</b> Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.</p> <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify the visuals from a text</li> <li>- Describe the key details ideas using visuals in an informational text</li> <li>- Identify details in the text</li> <li>- Describe the key ideas in an informational text using the details and visuals</li> </ul>	<p><b>Learning Intention:</b> We are learning to identify information gained from words and visuals in a text.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can describe visuals in a text.</li> <li>• I can describe information from words in a text.</li> <li>• I can identify information that is found in both visuals and text.</li> </ul> <p><b>Learning Intention:</b> We are learning to explain how words and visuals from a text contribute to understanding of a text.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can describe how words and visuals work together to help me understand what I am reading.</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p> <p>◆ The purpose of this standard is to to combine information from pictures and words to build a fuller understanding.</p> <p>◆ Pairs well with RI.2.2 and RI.2.3.</p>

**RI.2.8** Describe how reasons support specific claims the author makes in a text.

**Prerequisite Skills:**

- Identify the claim an author gives to support the claim in a text.
- Identify the reasons an author gives to support the claim in a text

**Learning Intention:** We are learning to describe how reasons support specific claims the author makes in a text.

**Success Criteria:**

- I can clearly identify the specific claims made by the author in the text.
- I can articulate the reasons provided by the author to support each claim.
- I can analyze how each reason strengthens the validity of the author's argument or message.
- I can evaluate if the author's reasoning makes sense and help me understand their point.
- I can provide examples from the text to illustrate how reasons are connected to specific claims.
- I can explain how the reasons the author gives help make the story or text special and interesting.

**Considerations/Common Misconceptions:**

◆ Students must build an understanding of how to describe, which goes beyond simply identifying.

◆ To help students understand the concept of claim, it might be helpful to introduce the concept via examples such as commercials and ads.

◆ Students will need to learn to analyze the author's purpose beyond simply providing information about a topic. For example, an author may write a book about a particular animal, but the claim the author wants to make is that the animal is in danger of becoming extinct and we must act to protect its habitat. Participate in shared reading in which students work with you to identify the author's claim (often written as the topic sentence or bold heading). Then guide students in rereading the text to look for reasons/evidence that backs up the author's claim. Ask, "Does this sentence/graphic/photo help prove the claim about \_\_\_\_?"

◆ Make the connection for students between this reading standard and the writing standard C.2.1 where students will be writing their own claim or opinion statement and support this with evidence.

**RI.2.9** Describe the relationship between information from two or more texts on the same theme or topic.

**Prerequisite Skills:**

- Identify the theme of a text

**Learning Intention:** We are learning to describe the relationship between information from two or more texts on the same theme or topic.

**Success Criteria:**

**Considerations/Common Misconceptions:**

◆ Students are familiar with comparing/contrasting within one text; the new learning is comparing/contrasting across multiple texts.

## 2nd Grade

## 2nd Grade Unit 8 2025-2026

<ul style="list-style-type: none"> <li>- Identify the topic of a text</li> <li>- Tell how two texts about the same theme or topic are alike</li> </ul>	<ul style="list-style-type: none"> <li>• I can accurately identify the main theme or topics explored in multiple texts.</li> <li>• I can explain the big ideas in each text using my own words.</li> <li>• I can give reasons why I think these ideas are important.</li> </ul>	
<p><b>RI.2.10</b> 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 informational texts independently and proficiently.</p> <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>- Use questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance to make sense of grade-level appropriate, complex informational texts</li> </ul>	<p><b>Learning Intention:</b> We are learning how to flexibly use a variety of comprehension strategies to comprehend and analyze complex text.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can use the strategy of _____ to comprehend and analyze text.</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p> <p>◆ Strategies being taught in units 7-10 are written so that students can flexibly transition between strategies.</p>
<p><b>HW.2.1</b> Introduce formation of all upper- and lowercase cursive letters.</p> <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>- Print all uppercase and lowercase letters.</li> </ul>	<p><b>Learning Intention:</b> We are learning how to form all uppercase and lowercase letters in cursive.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can form all uppercase letters in cursive.</li> <li>• I can form all lowercase letters in cursive.</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p> <p>! Cursive handwriting is not included in the main components of Benchmark Advance, but must be taught in compliance with Kentucky Senate Bill 167.</p> <p>◆ <a href="#">Benchmark</a> provides this <a href="#">Cursive Practice Pages Packet</a> for you to print and use with your students.</p>

**C.2.2** 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.)

**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.

**Prerequisite Skills:**

- Identify a topic
- Write a sentence to introduce the topic
- Use a drawing to provide information about my topic
- Write information with details about the topic
- Provide a conclusion

**Learning Intention:** We are learning to compose informative/ explanatory texts.

**Success Criteria:**

- I can understand the purpose of the prompt.
- I can think of an idea or experience to write about.
- I can write a sentence to introduce the topic.
- I can draw and write about an idea or experience.
- I can add details to my writing to describe my actions, thoughts, and emotions.
- I can add details to my writing using different sources.
- I can organize my thoughts on paper.
- I can organize my writing into 1 fact or important detail, 2 facts or important detail and 3 facts or important detail.
- I can cite or reference the text in my writing.
- I can use transition words in my writing.
- I can create a conclusion or a sense of closure to my writing.
- I can restate the prompt in my conclusion sentence.
- I can improve my writing by editing spelling errors, punctuation, and word choice.
- I can use a rubric to analyze my writing.

**Considerations/Common Misconceptions:**

◆ While C.2.2 has been identified as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing.

◆ Children will follow different paths when it comes to recording their stories and ideas. [Stages of Emergent Writing Development](#) may be helpful in identifying a particular student's stage of writing development, and in deciding what to teach to gradually take the student to a higher level.

◆ The bold print in the standard indicate strategies being taught in unit 8. Remaining areas will be addressed in the other units.



**C.2.4** With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.

**Prerequisite Skills:**

- Experience with digital tools like tablet or computer
- Working in partners and/or groups

**Learning Intention:** We are learning to use different digital tools with help from adults to create and share our own work, and work together with classmates to make projects using these tools.

**Success Criteria:**

*With guidance and support...*

- I can use digital tools like tablets or computers with adult support to draw, write, or record my ideas clearly.
- I can organize my thoughts and add pictures, words, or sounds to make my digital projects interesting and easy to understand.
- I can use digital resources to find information or help with my projects, connecting what I learn to what I already know.
- I can collaborate with classmates by sharing ideas and helping each other while using digital resources.
- I can listen to and use feedback from adults and peers to improve my digital work.
- I can follow rules for safe and respectful use of digital tools when working with others.

**Considerations/Common Misconceptions:**

◆ While we have identified C.2.4, C.4.5 and C.6.6 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing.

◆ Early introduction to safe, responsible, and respectful use of technology is critical.

◆ Students learn to work in groups during the launch unit, but this standard is not specifically taught.

**C.2.5** Conduct shared research and writing projects that build knowledge about a topic.

**Prerequisite Skills:**

- Experience with digital tools like tablet or computer
- Working in partners and/or groups

**Learning Intention:** We are learning to conduct a research project by working together and organizing information about a topic using books, pictures, and digital tools.

**Success Criteria:**

- I can ask questions about a topic to help guide our research.
- I can use different sources like books,

**Considerations/Common Misconceptions:**

◆ While we have identified C.2.4, C.4.5 and C.6.6 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. Students should also have many opportunities to participate in

	<p>pictures, and digital tools with help to find facts and details about the topic.</p> <ul style="list-style-type: none"> <li>• I can listen to and share ideas with my classmates and adults during research and writing activities.</li> <li>• I can take notes by drawing or writing important information to help remember what I learn.</li> <li>• I can organize information by grouping related ideas together to make it easier to understand.</li> <li>• I can use new vocabulary words related to the topic to explain what I learn.</li> <li>• I can create drawings, write sentences, or use digital tools to share what I have learned.</li> <li>• I can work with adults and friends to plan, revise, and improve our writing by adding details and fixing mistakes.</li> <li>• I can use polite and respectful language when collaborating with others and follow rules for safe technology use.</li> </ul>	<p>shared writing, interactive writing, guided writing, and independent writing.</p> <p>◆ Early introduction to safe, responsible, and respectful use of technology is critical.</p> <p>◆ Students learn to work in groups during the launch unit, but this standard is not specifically taught.</p>
<p><b>C.2.6</b> Collect information from real-world experiences or provided sources to answer or generate questions.</p> <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>- Experience with digital tools like tablet or computer</li> <li>- Working in partners and/or groups</li> </ul>	<p><b>Learning Intention:</b> We are learning to gather information from our own experiences and from books, pictures, or digital sources and use that information to answer questions or ask new questions to deepen our understanding.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can listen carefully to questions and think about what I already know from my experiences.</li> <li>• I can explore books, pictures, and digital sources with help to find answers to questions.</li> <li>• I can share what I learned by speaking,</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p> <p>◆ While we have identified C.2.4, C.4.5 and C.6.6 as the essential composition standard for this unit, students will need many opportunities to write throughout the day, across content areas, and for multiple purposes and audiences. Students should also have many opportunities to participate in shared writing, interactive writing, guided writing, and independent writing.</p> <p>◆ Early introduction to safe, responsible, and respectful use of technology is critical.</p>

	<p>drawing, writing, or using digital tools.</p> <ul style="list-style-type: none"> <li>• I can ask new questions about the topic to discover more information.</li> <li>• I can work with adults and classmates to collect information and share ideas.</li> <li>• I can take turns and follow directions when working with others.</li> <li>• I can listen to feedback from adults and peers and use it to improve how I gather and share information.</li> <li>• I can use vocabulary related to the topic and research process to talk about what I'm learning.</li> <li>• I can use technology safely and responsibly to help me find and share information.</li> </ul>	<p>◆ Students learn to work in groups during the launch unit, but this standard is not specifically taught.</p>
<p><b>L.2.1</b> In writing or speaking, demonstrate appropriate use of:</p> <p><b>a. collective nouns.</b></p> <p>b. frequently occurring irregular nouns.</p> <p>c. reflexive pronouns.</p> <p>d. past tense of frequently occurring irregular verbs.</p> <p>e. adjectives and adverbs in sentence formation.</p> <p>f. producing, expanding and rearranging complete simple and compound sentences.</p> <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>- Identify and name nouns</li> <li>- Identify and use pronouns in complete sentences</li> <li>- Identify and name adjectives and adverbs</li> <li>- Write simple sentences</li> </ul>	<p><b>Learning Intention:</b> We are learning how to use words appropriately when speaking and writing sentences.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can identify a noun.</li> <li>• I can identify collective nouns.</li> <li>• I can use collective nouns appropriately in my writing.</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p> <p>◆ Students should understand that a sentence is a complete thought or idea.</p> <p>◆ Students should transition from orally producing a sentence to writing sentences.</p> <p>◆ The <b>bold print</b> in the standard indicate strategies being taught in unit 8. Remaining areas will be addressed in the other units.</p>

**L.2.2** 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.**

**Prerequisite Skills:**

- Identify the types of punctuation
- Capitalize proper nouns. (not limited to dates and names of people)
- Appropriately use a period, question mark, and exclamation mark in my writing
- Use commas when writing the date
- Use commas to separate single words in a series
- Encode words using common spelling patterns
- Spell irregular words
- Alphabetical order

**Learning Intention:** We are learning how to appropriately capitalize proper nouns and use punctuation when writing sentences.

**Success Criteria:**

- I can identify proper nouns
- I can capitalize proper nouns.
- I can capitalize geographical names in a sentence.

**Learning Intention:** We are learning how to appropriately capitalize and use punctuation when writing sentences.

**Success Criteria:**

- I can identify when to use a comma.
- I can demonstrate proper use of commas in letters, emails, etc.

**Learning Intention:** We are learning how to use an apostrophe to form contractions and possessives.

**Success Criteria:**

- I can form a contraction using two words and an apostrophe.
- I can form a possessive word using an apostrophe.

**Learning Intention:** We are learning to spell words.

**Success Criteria:**

- I can use phonemic awareness and spelling conventions to write words I do not know.
- I can use spelling patterns to write irregular words.

**Considerations/Common Misconceptions:**

◆ The **bold print** in the standard indicate strategies being taught in unit 8. Remaining areas will be addressed in the other units.

	<ul style="list-style-type: none"> <li>I can use reference materials to self-check and correct spelling.</li> </ul>	
<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>a. Compare formal and informal uses of English.</b></p> <p><b>Prerequisite Skills:</b> (Prerequisite skills are previous exposure to the skills.)</p> <ul style="list-style-type: none"> <li>Define differences between formal and informal language</li> <li>Define differences between when words sound more serious or casual</li> <li>Know the difference between which words to use at school or with friends</li> <li>Determine which words or phrases to use depending on who we are talking with or where we are</li> </ul>	<p><b>Learning Intention:</b> We are learning to compare formal and informal uses of English.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can tell the difference between talking in a fancy way (formal) and a regular, everyday way (informal).</li> <li>I notice when words sound more serious or polite, and when they sound more casual or friendly.</li> <li>I practice using both kinds of talking in the right places, like school or with friends.</li> <li>I explain why we might use different words or phrases depending on who we talk to or where we are.</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p>
<p><b>L.2.4</b> 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.</p> <p><b>a. Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<p><b>Learning Intention:</b> We are learning how to determine the meaning of words and phrases.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can use context clues to determine the meaning of a word.</li> </ul> <p><b>Learning Intention:</b> We are learning to use words and phrases from earlier conversations, books read or dictionaries/glossaries to help us clarify the meaning of unknown words.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I know where to find a glossary or</li> </ul>	<p><b>Considerations/Common Misconceptions:</b></p> <p>◆ The <b>bold print</b> in the standard indicate strategies being taught in unit 8. Remaining areas will be addressed in the other units.</p>

**2nd Grade****2nd Grade Unit 8 2025-2026****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.

**Prerequisite Skills:**

- Identify root words, prefixes, suffixes
- Alphabetical order (for dictionary usage)
- Ability to monitor reading in order to pause when encountering a new or unknown word
- Identify nouns and verbs

dictionary in a book or on a page.

- I can look up words I don't know in the glossary or dictionary.
- I use the words and sentences in the glossary or dictionary to help me understand what new words mean.
- I check the glossary or dictionary when the story or text doesn't explain a word clearly.
- I use what I've learned from reading and talking to help me find the right meaning for a word.

**Supporting Standards (connected essentials)****a. RF.2.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.**

- i. a. Read grade-level text with purpose and understanding.
- ii. b. Orally read grade-level text fluently on successive readings.
- iii. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**b. RL.2.5 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.**