

Department of Student Learning: 2nd Grade ELA Curricular Framework

The English Language Arts program is about effective communicators, who think through the lenses of: formal, informal, media, professional, education, career, family, friends, sports, hobbies, organizations, world issues/experiences, travel, history, decision making, problem solving, expressing feelings, critically thinking

Big Ideas:

- Entrepreneurial Skills - Problem Solving, Critical Thinking, Inquiry, Analysis, Innovating, Risk Taking
- Personal Skills – Self Awareness, Perseverance, Initiative, Personal Responsibility, Flexibility
- Interpersonal Skills – Collaboration, Communication, Cultural-Global Networking, Civic Engagement, Character
- Professional Skills- Time Management, Career Awareness, Information Literacy, Productivity, Self-Advocacy, Use of Information and Technology, Leadership

Essential questions: *What will the world be like in 2042? What jobs will exist? What skills will be needed? What attitudes will allow them to be successful in life 20 years after graduation?*

Transfer: Effective communicators on their own, every day, are reading and listening for understanding, writing and speaking for a range of purposes and audiences, to understand and be understood by others.

Transfer Standards:

- **RI.2.10** - By the end of the year, students read and comprehend informational texts, including history/social studies, science, and technology texts, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the end of the range.
- **RL.2.10** - By the end of the year, students read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the high end of the range.
- **W.2.5** - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Understandings:

- Students will understand the purpose of language is to convey meaning.
- Students will understand that the purpose and structure of foundational skills is to provide a progression to learning to communicate.
- Students will understand that structure gives purpose to communicate.

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2nd Grade ELA Proficiency Scale			

2nd Grade Reading Frame

Reading Transfer Standards

RI.10 - By the end of the year, students read and comprehend informational texts, including history/social studies, science, and technology texts, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the end of the range.

RL.10 - By the end of the year, students read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the high end of the range.

Power Standard Reading and Fluency RF.4 - Read with sufficient accuracy and fluency to support comprehension		Power Standard Vocabulary 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.		Power Standard Phonics RF.3 - Know and apply grade level phonics and word analysis skills in decoding words	Power Standard Speaking and Listening SL.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<p>-Read grade-level text with purpose and understanding. (RF.4.A)</p> <p>-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.C)</p>	<p>-Compare and contrast the most important points presented by two texts on the same topic. (RI.9)</p> <p>-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.1)</p> <p>-Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.6)</p>	<p>-Compare and contrast two or more versions of the same story by different authors or from different cultures. (RL.9)</p> <p>-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.1)</p> <p>-Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2)</p>	<p>-Demonstrate understanding of word relationships and nuances in word meanings. (L.5)</p> <p>-Use sentence-level context as a clue to the meaning of a word or phrase. (L.4.A)</p> <p>-Distinguish shades of meaning among closely related verbs and adjectives. (L.5.B)</p> <p>-Use a known root word as a clue to the meaning of an unknown word with the same root. (L.4.C)</p>	<p>-Recognize and read grade-appropriate irregularly spelled words. (RF.3.F)</p> <p>-Decode regularly spelled two-syllable words with long vowels. (RF.3.C)</p>	<p>-Build on others' talk in conversations by linking their comments to the remarks of others. (SL.1.B)</p> <p>-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.4)</p> <p>-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2)</p>

<p>-Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.4.B)</p>	<p>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.3)</p> <p>-Describe how reasons support specific points the author makes in a text. (RI.8)</p> <p>-Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2)</p> <p>-Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.4)</p> <p>-Know and use various text features to locate key facts or information in a text efficiently. (RI.5)</p> <p>-Explain how specific images contribute to and clarify a text. (RI.7)</p>	<p>-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes (RL.5)</p> <p>-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.7)</p> <p>-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.6)</p> <p>-Describe how characters in a story respond to major events and challenges. (RL.3)</p> <p>-Describe how words & phrases supply rhythm and meaning in a story, poem, or song.(RL.4)</p>	<p>-Determine the meaning of the new word formed when a known prefix is added to a known word. (L.4.B)</p> <p>-Identify real-life connections between words and their use. (L.5.A)</p> <p>-Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.4.E)</p> <p>-Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.4.D)</p>	<p>-Know spelling-sound correspondences for additional common vowel teams. (RF.3.B)</p> <p>-Identify words with inconsistent but common spelling-sound correspondences. (RF.3.E)</p> <p>-Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.3.A)</p> <p>-Decode words with common prefixes and suffixes. (RF.3.D)</p>	<p>-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. (SL.3)</p> <p>-Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.1.C)</p> <p>-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.6)</p> <p>-Follow agreed-upon rules for discussions. SL.1.A)</p>
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2nd Grade Writing Frame

Writing Transfer Standard

W.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

The Writing Power Standard is the same as the Writing Transfer Standard	Power Standard Conventions L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	Power Standard Grammar L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Power Standard Vocabulary 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.	Power Standard Phonics RF.3 - Know and apply grade level phonics and word analysis skills in decoding words	Power Standard Speaking and Listening -SL.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<p>-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.6)</p> <p>-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. (W.1)</p> <p>-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a</p>	<p>-Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3)</p> <p>-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.E)</p> <p>-Compare formal and informal uses of English. (L.3.A)</p>	<p>-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.6)</p> <p>-Produce, expand, and rearrange complete simple and compound sentences. (L.1.F)</p> <p>-Form and use the past tense of frequently occurring irregular verbs. (L.1.D)</p>	<p>-Demonstrate understanding of word relationships and nuances in word meanings. (L.5)</p> <p>-Use sentence-level context as a clue to the meaning of a word or phrase. (L.4.A)</p> <p>-Distinguish shades of meaning among closely related verbs. (L.5.B)</p> <p>-Use a known root word as a clue to the meaning of an unknown word with the same root. (L.4.C)</p>	<p>-Recognize and read grade-appropriate irregularly spelled words. (RF.3.F)</p> <p>-Decode regularly spelled two-syllable words with long vowels. (RF.3.C)</p>	<p>-Build on others' talk in conversations by linking their comments to the remarks of others. (SL.1.B)</p> <p>-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences(SL.4)</p> <p>-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2)</p>

<p>concluding statement or section. (W.2) -Participate in shared research and writing projects. (W.7)</p> <p>-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. (W.3)</p> <p>-Recall information from experiences or gather information from provided sources to answer a question. (W.8)</p>	<p>-Use an apostrophe to form contractions and frequently occurring possessives. (L.2.C)</p> <p>-Capitalize holidays, product names, and geographic names. (L.2.A)</p> <p>-Use commas in greetings and closings of letters. (L.2.B)</p> <p>-Generalize learned spelling patterns when writing words. (L.2.D)</p>	<p>-Use reflexive pronouns. (L.1.C)</p> <p>-Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.1.E)</p> <p>-Form and use frequently occurring irregular plural nouns. (L.1.B)</p> <p>-Use collective nouns. (L1.A)</p>	<p>-Determine the meaning of the new word formed when a known prefix is added to a known word. (L.4.B)</p> <p>-Identify real-life connections between words and their use. (L.5.A)</p> <p>-Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.4.E)</p> <p>-Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.4.D)</p>	<p>-Know spelling-sound correspondences for additional common vowel teams. (RF.3.B)</p> <p>-Identify words with inconsistent but common spelling-sound correspondences. (RF.3.E)</p> <p>-Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.3.A)</p> <p>-Decode words with common prefixes and suffixes. (RF.3.D)</p>	<p>-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. (SL.3)</p> <p>-Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.1.C)</p> <p>-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.6)</p> <p>Follow agreed-upon rules for discussions. (SL.1.A)</p>
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2nd Grade Reading Frame with Blueprint & SBR

Reading Transfer Standards

RI.10 - By the end of the year, students read and comprehend informational texts, including history/social studies, science, and technology texts, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the end of the range.

RL.10 - By the end of the year, students read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the high end of the range.

Cycle 1	Cycle 2	Cycle 3
Standards marked with *		
appear on the Standards-Based Report Card		

Power Standard

Reading and Fluency

*RF.4 - Read with sufficient accuracy and fluency to support comprehension

Power Standard

Vocabulary

*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.

Power Standard

Phonics

*RF.3 - Know and apply grade level phonics and word analysis skills in decoding words

Power Standard

*SL.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

-Read grade-level text with purpose and understanding. (RF.4.A)

-Compare and contrast the most important points presented by two texts on the same topic. (RI.9)

-Compare and contrast two or more versions of the same story by different authors or from different cultures. (RL.9)

-Demonstrate understanding of word relationships and nuances in word meanings. (L.5)

-Recognize and read grade-appropriate irregularly spelled words. (RF.3.F)

-Build on others' talk in conversations by linking their comments to the remarks of others. (SL.1.B)

-Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.C)

-*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.1)

-*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL.1)

-Use sentence-level context as a clue to the meaning of a word or phrase. (L.4.A)

-Decode regularly spelled two-syllable words with long vowels. (RF.3.C)

-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (SL.4)

-Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.6)

-*Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2)

-Distinguish shades of meaning among closely related verbs and adjectives. (L.5.B)

-Use a known root word as a clue to the meaning of an unknown word with the same root. (L.4.C)

-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2)

<p>-Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.4.B)</p>	<p>-Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.3)</p> <p>-Describe how reasons support specific points the author makes in a text. (RI.8)</p> <p>-*Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (RI.2)</p> <p>-Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.4)</p> <p>-Know and use various text features to locate key facts or information in a text efficiently. (RI.5)</p> <p>-Explain how specific images contribute to and clarify a text. (RI.7)</p>	<p>-Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes (RL.5)</p> <p>-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (RL.7)</p> <p>-Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (RL.6)</p> <p>-Describe how characters in a story respond to major events and challenges. (RL.3)</p> <p>-Describe how words & phrases supply rhythm and meaning in a story, poem, or song.(RL.4)</p>	<p>-Determine the meaning of the new word formed when a known prefix is added to a known word. (L.4.B)</p> <p>-Identify real-life connections between words and their use. (L.5.A)</p> <p>-Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.4.E)</p> <p>-Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.4.D)</p>	<p>-Know spelling-sound correspondences for additional common vowel teams. (RF.3.B)</p> <p>-Identify words with inconsistent but common spelling-sound correspondences. (RF.3.E)</p> <p>-Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.3.A)</p> <p>-Decode words with common prefixes and suffixes. (RF.3.D)</p>	<p>-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. (SL.3)</p> <p>-Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.1.C)</p> <p>-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.6)</p> <p>-Follow agreed-upon rules for discussions. SL.1.A)</p>
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2nd Grade Writing Frame with Blueprint & SBR

Writing Transfer Standard

W.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Cycle 1	Cycle 2	Cycle 3
* Standards marked with appear on the Standards-Based Report Card		

The Writing Power Standard is the same as the Writing Transfer Standard	Power Standard Conventions	Power Standard Grammar	Power Standard Vocabulary	Power Standard Phonics	Power Standard Speaking and Listening
<p>-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.6)</p> <p>-*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. (W.1)</p> <p>-*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2)</p>	<p>*L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>-Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.3)</p> <p>-Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.2.E)</p> <p>-Compare formal and informal uses of English. (L.3.A)</p>	<p>*L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>-Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (L.6)</p> <p>-Produce, expand, and rearrange complete simple and compound sentences. (L.1.F)</p> <p>-Form and use the past tense of frequently occurring irregular verbs. (L.1.D)</p>	<p>*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.</p> <p>-Demonstrate understanding of word relationships and nuances in word meanings. (L.5)</p> <p>-Use sentence-level context as a clue to the meaning of a word or phrase. (L.4.A)</p> <p>-Distinguish shades of meaning among closely related verbs. (L.5.B)</p> <p>-Use a known root word as a clue to the meaning of an unknown word with the same root. (L.4.C)</p>	<p>*RF.3 - Know and apply grade level phonics and word analysis skills in decoding words</p> <p>-Recognize and read grade-appropriate irregularly spelled words. (RF.3.F)</p> <p>-Decode regularly spelled two-syllable words with long vowels. (RF.3.C)</p> <p>-Know spelling-sound correspondences for additional common vowel teams. (RF.3.B)</p>	<p>*SL.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>-Build on others' talk in conversations by linking their comments to the remarks of others. (SL.1.B)</p> <p>-Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences(SL.4)</p> <p>-Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (SL.2)</p>

<p>-Participate in shared research and writing projects. (W.7)</p> <p>*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. (W.3)</p> <p>-Recall information from experiences or gather information from provided sources to answer a question. (W.8)</p>	<p>-Use an apostrophe to form contractions and frequently occurring possessives. (L.2.C)</p> <p>-Capitalize holidays, product names, and geographic names. (L.2.A)</p> <p>-Use commas in greetings and closings of letters. (L.2.B)</p> <p>-Generalize learned spelling patterns when writing words. (L.2.D)</p>	<p>-Use reflexive pronouns. (L.1.C)</p> <p>-Use adjectives and adverbs, and choose between them depending on what is to be modified. (L.1.E)</p> <p>-Form and use frequently occurring irregular plural nouns (L.1.B)</p> <p>-Use collective nouns (L1.A)</p>	<p>-Determine the meaning of the new word formed when a known prefix is added to a known word. (L.4.B)</p> <p>-Identify real-life connections between words and their use. (L.5.A)</p> <p>-Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.4.E)</p> <p>-Use knowledge of the meaning of individual words to predict the meaning of compound words. (L.4.D)</p>	<p>-Identify words with inconsistent but common spelling-sound correspondences. (RF.3.E)</p> <p>-Distinguish long and short vowels when reading regularly spelled one-syllable words. (RF.3.A)</p> <p>-Decode words with common prefixes and suffixes. (RF.3.D)</p>	<p>-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. (SL.3)</p> <p>-Ask for clarification and further explanation as needed about the topics and texts under discussion. (SL.1.C)</p> <p>-Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.6)</p> <p>Follow agreed-upon rules for discussions. (SL.1.A)</p>
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