## FIRST QUARTER

| Common Core Reading | | Assessments | Aligned Benchmarks & Indicators | | | Resources |
|---|---|---|---|---|---|---|
| **READING FOR LITERATURE** | | | | | | |
| **Key Ideas and Details** | | | **Aligned Benchmarks and Indicators, 2002** | | | |
| 3 | Describe how characters in a story respond to major events and challenges | | 4 | | Summarize text by recalling main ideas and some supporting details. | |
| 5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | 3 | | Retell the plot of a story. | |
| **Integration of Knowledge and Ideas** | | | | | | |
| 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | 5 | RP | Create and use graphic organizers such as Venn diagrams and webs, to demonstrate comprehension | |
| **READING FOR INFORMATIONAL TEXT** | | | | | | |
| **Craft and Structure** | | | **Aligned Benchmarks and Indicators, 2002** | | | |
| 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | | 3 | IT | List questions about essential elements from informational test (e.g., why, who, where, what, when and how) and identify answers. | |
| | | | 3 | RP | Compare and contrast information in texts with prior knowledge and experience. | |
| | | | 7 | PA | Identify words as having either short- or long-vowel sounds. | |
| | | | 2 | IT | Arrange words form informational text in sequential order | |

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WP – Writing Processes

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WC- Writing Conventions

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| Common Core Reading | | Assessments | Aligned Benchmarks & Indicators | | | Resources |
|---|---|---|---|---|---|---|
| **WRITING STRAND** | | | | | | |
| *Comprehension and Collaboration* | | | *Aligned Benchmarks and Indicators, 2002* | | | |
| 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). | | *1* | WP | Generate writing ideas through discussions with others. | |
| **SPEAKING AND LISTENING** | | | | | | |
| *Comprehension and Collaboration* | | | *Aligned Benchmarks and Indicators, 2002* | | | |
| 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | | | | | |
| 1a | 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) | | *1* | CO | Use active listening strategies such as making eye contact and asking for clarification and explanation. | |
| 1b | Build on others' talk in conversations by linking their comments to the remarks of others. | | *1* | WP | Generate writing ideas through discussion with others | |
| 1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. | | *1* | CO | Use active listening strategies such as making eye contact and asking for clarification and explanation. | |

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| SECOND QUARTER | | | | | |
|---|---|---|---|---|---|
| **Common Core Reading** | | **Assessments** | **Aligned Benchmarks & Indicators** | | **Resources** |
| **READING FOR LITERATURE** | | | | | |
| *Integration of Knowledge and Skills* | | | *Aligned Benchmarks and Indicators, 2002* | | |
| 2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | *2* | RP | Predict content, events, and outcomes from illustrations and prior experience **and** support those predictions with examples from the text or background knowledge. | |
| | | | *1* | I | Compare and contrast different versions of the same story. | |
| | | | *3* | RP | Compare and contrast information in texts with prior knowledge and experience. | |
| 9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | | *1* | LT | Describe characters and setting. | |
| **READING FOR INFORMATIONAL TEXT** | | | | | |
| *Key Ideas and Details* | | | *Aligned Benchmarks and Indicators* | | |
| 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. | | 1 | IT | Use the table of contents, glossary, captions, and illustrations to identify information and to comprehend text. | |
| 6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | 5 | IT | Identify information in diagrams, charts, graphs, and maps. | |
| **WRITING STRAND** | | | | | |
| *Comprehension & Collaboration* | | | *Aligned Benchmarks and Indicators, 2002* | | |
| 8 | Recall information from experiences or gather information from provided sources to answer a question. | | *1* | RE | Create questions from investigations, assigned topic, or personal area of interest. | |
| | | | *3* | RE | Acquire information, with teacher assistance, from multiple sources (E.g., books, magazines, videotapes, CD-ROMS, Websites) and collect | |

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| | | | | | data (e.g., interviews, experiments, observations, or surveys) about the topic. | |
| | | | *4* | RE | Identify important information and write brief notes about the information. | |
| 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. | | | | | |

| **SPEAKING AND LISTENING STRAND** | | | | | | |
|---|---|---|---|---|---|---|
| *Presentation of Knowledge and Ideas* | | | | *Aligned Benchmarks and Indicators, 2002* | | |
| 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. | | *15* | WP | Rewrite and illustrate writing samples for display and for sharing with others. | |
| | | | *10* | CO | Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories). | |
| | | | | | | |
| 4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | *8* | CO | Deliver informational presentations that: <br> a. present events or ideas in logical sequence and maintain a clear focus; <br> b. demonstrate an understanding of the topic; <br> c. include relevant facts and details to develop a topic; <br> d. organize information with a clear beginning and ending; <br> e. include diagrams, charts or illustrations as appropriate; and <br> f. Identify sources. | |

| **LANGUAGE STRAND** | | | | | | |
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| | | | | *Aligned Benchmarks and Indicators, 2002* | | |
| 6 | Use words and phrases acquired through | | | | | |

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| | conversations, reading and being read to, and responding to texts, , including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). | | | | | | |
| 3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Compare formal an informal uses of English | | | 8 | WC | Use periods, question marks, and exclamation points as endpoints correctly. | |
| | | | | 11 | WC | Use correct capitalization (e.g., proper nouns, the first word in a sentence, months, and days). | |
| | | | | 12 | WC | Use nouns, verbs, and adjectives correctly. | |
| | | | | 13 | WC | Use subjects and verbs that are in agreement. | |
| | | | | 14 | WC | Use personal pronouns. | |
| | | | | 15 | WC | Use past and present verb tenses (e.g., "we were" rather than "we was"). | |
| | | | | 16 | WC | Use nouns and pronouns that are in agreement. | |

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| THIRD QUARTER | | | | |
|---|---|---|---|---|
| **Common Core Reading** | **Assessments** | **Aligned Benchmarks & Indicators** | | **Resources** |
| **READING FOR LITERATURE** | | | | |
| *Craft & Structure* | | *Aligned Benchmarks and Indicators, 2002* | | |
| 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 Skills* | | *Aligned Benchmarks and Indicators, 2002* | | |
| 6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | | | | |
| **READING FOR INFORMATIONAL TEXT** | | | | |
| *Key ideas and Details* | | *Aligned Benchmarks and Indicators, 2002* | | |
| 3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text | | *6* | IT | Analyze a set of directions for proper sequencing |
| *Craft & Structure* | | *Aligned Benchmarks and Indicators, 2002* | | |
| 4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. | | *1* | VO | Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. |
| *Integration of Knowledge and Ideas* | | *Aligned Benchmarks and Indicators, 2002* | | |
| 9 | Compare and contrast the most important points presented by two texts on the same topic. | | *6* | IT | Analyze a set of directions for proper sequencing |
| 7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text. | | 1 | IT | Use table of contents, glossary, captions, and illustrations to identify information and to comprehend text. |

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| | | | 5 | IT | Identify information in diagrams, charts, graphs, and maps. | |
| 8 | Describe how reasons support specific points the author makes in a text. | | 4 | IT | Classify ideas from informational texts as main ideas or supporting details. | |

### READING STRAND: FOUNDATIONAL SKILLS

| *Phonics and Word Recognition* | | | *Aligned Benchmarks and Indicators, 2002* | | | |
|---|---|---|---|---|---|---|
| 3 | Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>Distinguish long and short vowels when reading regularly spelled one-syllable words.<br><br>a. Know spelling-sound correspondences for additional common vowel teams.<br><br>b. Decode regularly spelled two-syllable words with long vowels.<br><br>c. Decode words with common prefixes and suffixes.<br><br>d. Identify words with inconsistent but common spelling-sound correspondences.<br><br>e. Recognize and read grade-appropriate irregularly spelled words. | | 2 | PA | Read regularly spelled multi-syllable words by sight | |
| | | | 3 | PA | Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables. | |
| | | | 8 | PA | Demonstrate a growing stock of sight words | |
| | | | 2 | WC | Spell words with consonant blends and digraphs. | |
| | | | 8 | Vo | Determine the meaning of prefixes, including un-, re-, pre-, and suffixes, including –er, -est, -ful, -less. | |

### WRITING STRAND

| *Production and Distribution of Writing* | | | *Aligned Benchmarks and Indicators, 2002* | | | |
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| 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | 5 | | Organize writing with a developed beginning, middle, and end. | |
| | | | 7 | WP | Include transitional words and phrases | |
| | | | 8 | WP | Use language that is different from oral language, mimicking writing style of books when appropriate. | |

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| | | 10 | WP | Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair). | |
| | | 11 | WP | Add descriptive words and details and delete extraneous information. | |
| | | 12 | WP | Use resources (e.g., word wall, beginner's dictionary, and word bank) to select effective vocabulary. | |
| | | 13 | WP | Proofread writing to improve conventions (e.g., grammar, spelling, punctuation, and capitalization). | |
| | | 9 | WP | Use available technology to compose text. | |
| 6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | 9 | WP | Use available technology to compose text. | |
| **SPEAKING & LISTENING STRAND** | | | | | |
| *Presentation of Knowledge and Ideas* | | | **Aligned Benchmarks and Indicators, 2002** | | |
| 6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | | | |
| *Comprehension and Collaboration* | | | **Aligned Benchmarks and Indicators, 2002** | | |
| 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | 3 | SO | Identify the main idea of oral presentations and visual media | |
| | | 8 | CO | Deliver informational presentations that:<br>g. present events or ideas in logical sequence and maintain a clear focus;<br>h. demonstrate an understanding of the topic;<br>i. include relevant facts and details to develop a topic;<br>j. organize information with a clear beginning and ending;<br>k. include diagrams, charts or illustrations as appropriate; and | |

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| | | | l. Identify sources. | |
| | 4 | RP | Summarize text by recalling main ideas and some supporting details. | |

| **LANGUAGE STRAND** |||||

| *Conventions of Standard English* | | | *Aligned Benchmarks and Indicators, 2002* | |
|---|---|---|---|---|
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><br>a. Use collective nouns (e.g., *Group*) Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish).*<br><br>b. Use reflexive pronouns (e.g., *myself, ourselves).*<br><br>c. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).<br><br>d. Use adjectives and adverbs, and choose between them depending on what is to be modified.<br><br>e. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).* | | | | |
| | 12 | WC | Use nouns, verbs, and adjectives correctly. | |
| | 14 | WC | Use personal pronouns. | |
| | 15 | WC | Use past and present verb tenses (e.g., "we were" rather than "we was"). | |
| | 6 | WP | Use a range of complete sentences, including declarative, interrogative, and exclamatory. | |
| | | | | |

*Row label: 1 (for the Conventions of Standard English row)*

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| FOURTH QUARTER | | | | | |
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| **Common Core Reading** | | **Assessments** | **Aligned Benchmarks & Indicators** | | **Resources** |
| **READING FOR LITERATURE** | | | | | |
| *Key Ideas and Details* | | | *Aligned Benchmarks and Indicators, 2002* | | |
| 1 | *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.* | | 6 | RP | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | |
| *Range of Reading and Level of Text Complexity* | | | *Aligned Benchmarks and Indicators, 2002* | | |
| 10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | |
| **READING FOR INFORMATIONAL TEXT** | | | | | |
| *Key Ideas and Details* | | | *Aligned Benchmarks and Indicators, 2002* | | |
| 2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within texts. | | 4 | IT | Classify ideas from informational texts as main ideas or supporting details | |
| *Range of Reading and Level of Text Complexity* | | | *Aligned Benchmarks and Indicators, 2002* | | |
| 10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | |

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| READING STRAND: FOUNDATIONAL SKILLS | | | | | | |
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| **Fluency** | | | | **Aligned Benchmarks and Indicators, 2002** | | |
| 4 | Read with sufficient accuracy and fluency to support comprehension.<br><br>a. Read on-level text with purpose and understanding.<br><br>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br><br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | 8 | RP | Monitor reading comprehension by identifying word errors and self-correcting. | |
| | | | 9 | PA | Read text using fluid and automatic decoding skills. | |
| | | | 10 | PA | Read passages fluently with appropriate changes in voice, timing, and expression. | |
| **WRITING STRAND** | | | | | | |
| **Texts Types & Purposes** | | | | **Aligned Benchmarks and Indicators, 2002** | | |
| 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. | | 2 | WP | Write responses to stories by comparing text to other texts, or to people or events in their own lives. | |
| | | | 5 | WP | Organize writing with a developed beginning, middle, and end. | |
| 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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | | 1 | IT | Use the table of contents, glossary, captions, and illustrations to identify information and to comprehend text,. | |
| | | | 2 | WA | Write responses to stories by comparing text to other texts, or to people or events in their own lives. | |
| **SPEAKING AND LISTENING STRAND** | | | | | | |
| **Comprehension and Collaboration** | | | | **Aligned Benchmarks and Indicators, 2002** | | |
| 3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional | | 1 | CO | Use active listening strategies, such as making eye contact and asking for clarification and explanation. | |

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| | information, or deepen understanding of a topic or issue. | | 6 | RP | Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. | |

**LANGUAGE STRAND**

| *Conventions of Standard English* | | | *Aligned Benchmarks and Indicators, 2002* | | |
|---|---|---|---|---|---|
| 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | 7 | WC | Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes). | |
| | a. Capitalize holidays, product names, and geographic names. | | 8 | WC | Use periods, question marks, and exclamation points as endpoints correctly. | |
| | b. Use commas in greetings and closings of letters. | | 9 | WC | Use quotation marks. | |
| | c. Use apostrophe to form contractions and frequently occurring possessives. | | 10 | WC | Use correct punctuation for contractions and abbreviations. | |
| | d. Generalize learned spelling patterns when writing words ()e.g., cage →badge; boy → boil). | | 11 | WC | Use correct capitalization (e.g., proper nouns, the first word in a sentence, months, and days). | |
| | e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | 10 | VO | Determine the meaning and pronunciation of unknown words using a beginner's dictionary, glossaries, and technology. | |
| 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. | | 1 | L | Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. | |
| | a. Use sentence-level context as a clue to the meaning of a word or phrase. | | 2 | L | Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). | |
| | b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell)*. | | 3 | L | Classify words into categories (e.g., colors, fruits, vegetables). | |
| | c. Use a known root word as a clue to the meaning of an unknown word | | 4 | L | Read accurately high-frequency sight words. | |

**12**

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| | with the same root (e.g., *addition, additional*). | | | | | |
| | d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).<br><br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | | 5 | L | Read homographs aloud correctly, adjusting sounds and to fit meaning and use words in context. | |
| | | | 6 | L | Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound. | |
| | | | 7 | L | Identify contractions and common abbreviations and connect them to whole words. | |
| | | | 8 | L | Determine the meaning of prefixes, including un-, pre-, and suffixes, including –er, -est, -ful, -less. | |
| | | | 9 | L | Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words. | |
| | | | 10 | L | Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries, and technology. | |
| 5 | Demonstrate understanding of word relationships and nuances in word meanings.<br><br>a. Identify real-life connections between words and their use (e.g., describe words that are *spicy* or *juicy*)<br><br>b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). | | | | | |

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