

Essential Standard - Standard should be taught in depth – These are the major work of the grade level
Supporting Standard- Support essential standards -Students need an intermediate understanding
Additional Standard- Students need a basic foundation of these standards.

Routines

The following standards are to be focused on during daily routines. These standards should be embedded in all that is done in the second-grade classroom. For example, during morning meeting, guided reading, read aloud etc. Through modeling and constant exposure, these essential standards should be mastered by the end of Grade 2.

1.1 Foundational Skills

CC.1.1.2.D.1	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CC.1.1.2.E	Read with accuracy and fluency to support comprehension.
CC.1.1.2.E.1	Read on level text with purpose and understanding.
CC.1.1.2.E.2	Read on level text orally with accuracy, appropriate rate and expression on successive readings.
CC.1.1.1.E.3	Use context to confirm or self-correct word recognition and understanding rereading as necessary.

1.2 Reading Informational Text

CC.1.2.2.E	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
CC.1.2.2.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
CC.1.2.2.L	Read and Comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

CC.1.3.2.A	Recount stories and determine their central message, lesson or moral.
CC.1.3.2.B	Ask and answer questions such as who, what, where, when, why and how to determine understanding of key details in a text.
CC.1.3.2.G	Use information from illustrations and words in print or digital text to demonstrate understanding of characters, setting or plot.
CC.1.3.2.J	Acquire and use grade-appropriate conversational general academic and domain-specific words and phrases.
CC.1.3.2.K	Read and comprehend literature on grade level, reading independently and proficiency.

1.4 Writing

In all areas of writing	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling
	Capitalize proper nouns.
Informative Opinion Narrative	Use commas and apostrophes appropriately
	Spell words drawing on common spelling patterns
	Consult reference materials as needed

1.5 Speaking and Listening

CC.1.5.2.A	Participate in a collaborative conversation with peers and adults in small and larger.
CC.1.5.2.B	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CC.1.5.2.C	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.
CC.1.5.2.G	Demonstrate command of standard English when speaking, based on Grade 2 content.

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Quarter 1

Routines

Highlighted standards are spiraled from one quarter to the next

*Standards **NOT** highlighted are new in the corresponding quarter*

1.1 Foundational Skills

Phonics and Word Recognition

CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words.

CC.1.1.2.D.2 Decode two syllable words with long vowels and words with common prefixes and suffixes.

CC.1.1.2.D.3 Read grade-level high-frequency sight words and words with inconsistent by common spelling-sound correspondences.

CC.1.1.2.D.4 Read grade-appropriate irregularly spelled words.

1.2 Reading – Informational Text

Standards for Informational Text – Vocabulary Acquisition and Use

CC.1.2.2.J Acquire and use grade-appropriate conversational general academic and domain-specific words and phrases.

1.3. Reading – Literature

Standards for Literature – Craft and Structure

CC.1.3.2.E Describe the overall structure of the story including how the beginning introduces the story and the ending concludes the action.

Standards for Literature – Vocabulary Acquisition and Use

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

1.4 Writing

Writing – Opinion/Argumentative

CC.1.4.2.L.2 Use commas and apostrophes appropriately.

Writing – Narrative

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.

CC.1.4.2.P Organize a short sequence of events, using temporal words to signal words to signal event order; provide a sense of closure.

Writing – Range of Writing

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

1.5 Speaking and Listening

Presentation of Knowledge and Ideas

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Quarter 2

Routines

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1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.2.D	Know and apply grade level phonics and word analysis skills in decoding words.
CC.1.1.2.D.2	Decode two syllable words with long vowels and words with common prefixes and suffixes.
CC.1.1.2.D.3	Read grade-level high-frequency sight words and words with inconsistent by common spelling-sound correspondences.
CC.1.1.2.D.4	Read grade-appropriate irregularly spelled words.
1.2 Reading – Informational Text	
Standards for Informational Text – Key Ideas and Details	
CC.1.2.2.A	Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B	Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.
CC.1.2.2.C	Describe the connection between a series of events concepts, or steps in a procedure within a text.
Standards for Informational Text – Integration of Knowledge and Ideas	
CC.1.2.2.G	Explain how graphic representations contribute to and clarify a text.
1.3. Reading – Literature	
Standards for Literature – Key Ideas and Details	
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.
Standards for Literature – Vocabulary Acquisition and Use	
CC.1.3.2.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
1.4 Writing	
Writing - Informative/Explanatory	
CC.1.4.2.B	Identify and introduce the topic.
CC.1.4.2.D	Group information and provide a concluding statement or section.
CC.1.4.2.E	Choose words and phrases for effect.
Writing – Opinion/Argumentative	
CC.1.4.2.G	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H	Identify the topic and state an opinion.
CC.1.4.2.I	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.J	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K	Use a variety of words and phrases to appeal to the audience.
Writing – Narrative	
CC.1.4.2.P	Organize a short sequence of events, using temporal words to signal words to signal event order; provide a sense of closure.
CC.1.4.2.Q	Choose words and phrases for effect.
Writing – Range of Writing	
CC.1.4.2.X	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

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<i>1.5 Speaking and Listening</i>	
<i>Presentation of Knowledge and Ideas</i>	
CC.1.5.2.D	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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Quarter 3

Routines

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*Standards **NOT** highlighted are new in the corresponding quarter*

1.1 Foundational Skills

Phonics and Word Recognition

CC.1.1.2.D Know and apply grade level phonics and word analysis skills in decoding words.

CC.1.1.2.D.2 Decode two syllable words with long vowels and words with common prefixes and suffixes.

CC.1.1.2.D.3 Read grade-level high-frequency sight words and words with inconsistent by common spelling-sound correspondences.

CC.1.1.2.D.4 Read grade-appropriate irregularly spelled words.

1.2 Reading - Informational Text

Standards for Informational Text – Key Ideas and Details

CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.

CC.1.2.2.C Describe the connection between a series of events concepts, or steps in a procedure within a text.

Standards for Informational Text – Integration of Knowledge and Ideas

CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

1.3. Reading – Literature

Standards for Literature – Vocabulary Acquisition and Use

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

1.4 Writing

Writing - Informative/Explanatory

CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.C Develop the topic with facts and/or definitions.

Writing – Narrative

CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

CC.1.4.2.P Organize a short sequence of events, using temporal words to signal words to signal event order; provide a sense of closure.

Writing – Range of Writing

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

1.5 Speaking and Listening

Presentation of Knowledge and Ideas

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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Quarter 4

Routines

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1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.2.D	Know and apply grade level phonics and word analysis skills in decoding words.
CC.1.1.2.D.2	Decode two syllable words with long vowels and words with common prefixes and suffixes.
CC.1.1.2.D.3	Read grade-level high-frequency sight words and words with inconsistent by common spelling-sound correspondences.
CC.1.1.2.D.4	Read grade-appropriate irregularly spelled words.
1.2 Reading - Informational Text	
Standards for Informational Text – Key Ideas and Details	
CC.1.2.2.A	Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
CC.1.2.2.B	Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.
CC.1.2.2.C	Describe the connection between a series of events concepts, or steps in a procedure within a text.
1.3. Reading – Literature	
Standards for Literature – Vocabulary Acquisition and Use	
CC.1.3.2.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
1.4 Writing	
Writing – Opinion/Argumentative	
CC.1.4.2.L.2	Use commas and apostrophes appropriately.
Writing – Narrative	
CC.1.4.2.P	Organize a short sequence of events, using temporal words to signal words to signal event order; provide a sense of closure.
Writing – Range of Writing	
CC.1.4.2.X	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
1.5 Speaking and Listening	
Presentation of Knowledge and Ideas	
CC.1.5.2.D	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.