

**2nd Grade Priority Standards
Reading and Writing 2021-2022**

Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Foundation Skills	<p>2. RF.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. 	Launch Unit 1	Unit 2 Unit 3	Unit 4 Unit 5	Unit 6
Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Literature	2.RL.1 -Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	Launch	Unit 2	Unit 4	
Reading Literature	2.RL.2 -Identify implicit and explicit information from a summary to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	Launch	Unit 2		
Reading Literature	2.RL.4 -Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.		Unit 2	Unit 4	
Strand	Priority Standards	Q1	Q2	Q3	Q4
Reading Informational	2.RI.1 -Ask and answer such questions as who, what, where, when, why, and how, and make and support	Unit 1	Unit 3	Unit 5	Unit 6

**2nd Grade Priority Standards
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	logical inferences to construct meaning from the text.				
Reading Informational	2.RI.2- Identify implicit and explicit information from a summary to determine the central idea of a text.	Unit 1		Unit 5	
Reading Informational	2.RI.4- Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.		Unit 3		Unit 6
Strand	Priority Standards	Q1	Q2	Q3	Q4
Composition	<p>2.C.1-Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by an opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		Unit 3		Unit 6
Composition	<p>2.C.2-Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	Unit 1		Unit 5	

**2nd Grade Priority Standards
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	<ul style="list-style-type: none"> 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. 				
Composition	<p>2.C.3-Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ul style="list-style-type: none"> a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		Unit 2	Unit 4	

Quarter 1: 8-9-21 thru 10-18-21

Quarter 2: 10-19-21 thru 12-17-21

Quarter 3: 1-3-22 thru 3-8-22

Quarter 4: 3-9-22 thru 5-20-22