**Introduction**

The ELA Standard Division Documents (SDD) for Elementary English Language Arts are designed to provide teachers with a framework of the North Carolina Standard Course of Study for ELA (Common Core Standards) for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Standards are introduced for *“focused instruction”* as outlined in the SDD. Focus standards instruction may be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be taught together. These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments.* The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. Beginning with grade 3, the district offers benchmark assessments for each nine week grading period as well as for the beginning, middle, and end of year. **Assessed standards in grades 3-5 are marked BM when they are to be benchmarked.** The SDD provides a guide for what standards will be included on the district benchmark assessments. In Kindergarten through 2nd grade, beginning, middle, and end of year benchmarks, as well as ongoing progress monitoring, are completed using mCLASS Reading 3D and other appropriate K-2 assessments. Writing in grades K-2 should be benchmarked each 9 weeks. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by district or state assessments. These school-based assessments may include performance tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the standards (e.g., portfolios, research projects, products, presentations, etc.).

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| First Nine Weeks Standards:  **RL 2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text.  **RL 2.3** Describe how characters in a story respond to major events and challenges.  **RL 2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **RL 2.7** Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot.  **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe.  **RI.2.7** Explain how specific images contribute to and clarify a text.  **RI.2.8** Describe how reasons support specific points the author makes in a text.  **RI.2.10** By the end of year, and comprehend informational texts, including history/social studies, science, and technical texts, in grade 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.   1. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2. Know spelling-sound correspondences for additional common vowel teams. 3. Decode regularly spelled two-syllable words with long vowels. 4. Decode words with common prefixes and suffixes. 5. Identify words with inconsistent but common spelling-sound correspondences. 6. Recognize and read grade-appropriate irregularly spelled words.   **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   **W.2.3** 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.  **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.  **SL.2.1** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   1. 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). 2. Build on others’ talk in conversations by linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   **SL. 2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through media.  **SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail and clarification.  **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use collective nouns (e.g., group). 2. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 3. Use reflexive pronouns (e.g., myself, ourselves). 4. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 5. Use adjectives and adverbs, and choose between them depending on what is to be modified. 6. 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).   **L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize holidays, product names, and geographic names. 2. Use commas in greetings and closings of letters. 3. Use an apostrophe to form contractions and frequently occurring possessives. 4. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 5. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.   **L.2.4** 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. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).      1. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 2. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 3. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.   **L.2.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.   1. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 2. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).   **L.2.6** Use words and phrases acquired through 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).  **Cursive** | Second Nine Weeks Standards:  **Developing 2.1**  **Developing 2.3**  **Developing 2.5**  **Developing 2.7**  **Developing 2.1**  **RI. 2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.5** Know and use various text features.  **Developing 2.6**  **Developing 2.7**  **Developing 2.8**  **Developing 2.10**  **Developing 2.3**  **Developing 2.4**  **W.2.2** Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **Developing 2.3**  **Developing 2.5**  **W.2.7** 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).  **Developing 2.8**  **Developing 2.1**  **Developing 2.2**  **SL. 2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **Developing 2.6**  **Developing 2.1**  **Developing 2.2**  **Developing 2.4**  **Developing 2.5**  **Developing 2.6** | Third Nine Weeks Standards:  **Developing 2.1**  **RL 2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.  **Developing 2.3**  **Developing 2.5**  **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.  **Developing 2.7**  **Developing 2.1**  **Developing 2.2**  **Developing 2.3**  **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  **Developing 2.5**  **Developing 2.6**  **Developing 2.7**  **Developing 2.8**  **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.  **Developing 2.10**  **Developing 2.3**  **Developing 2.4**  **W.2.1** 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.  **Developing 2.2**  **Developing 2.3**  **Developing 2.5**  **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **Developing 2.7**  **Developing 2.8**  **Developing 2.1**  **Developing 2.2**  **SL. 2.3** 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.  **Developing 2.4**  **SL. 2.5** Create audio recordings or stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.  **Developing 2.6**  **Developing 2.1**  **Developing 2.2**  **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Compare formal and informal uses of English.   **Developing 2.4**  **Developing 2.5**  **Developing 2.6**  **Introduction to cursive, upper and lower case letters.** | Fourth Nine Weeks Standards:  **Developing/ Mastery 2.1**  **Developing/ Mastery 2.2**  **Developing/ Mastery 2.3**  **RL 2.4** Describe how words and phrases supply rhythm and meaning in a story, poem, or song.  **Developing/Mastery 2.5**  **Developing/Mastery 2.6**  **Developing/Mastery 2.7**  **RL 2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.  **RL 2.10** 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.  **Developing/Mastery 2.1**  **Developing/Mastery 2.2**  **Developing/Mastery 2.3**  **Developing/Mastery 2.4**  **Developing/Mastery 2.5**  **Developing/Mastery 2.6**  **Developing/Mastery 2.7**  **Developing/Mastery 2.8**  **Developing/Mastery 2.9**  **Developing/Mastery 2.10**  **Developing/Mastery 2.3**  **Developing/Mastery 2.4**  **Developing/Mastery 2.1**  **Developing/Mastery 2.2**  **Developing/Mastery 2.3**  **Developing/Mastery 2.5**  **Developing/Mastery 2.6**  **Developing/Mastery 2.7**  **Developing/ Mastery 2.8**  **Developing/Mastery 2.1**  **Developing/Mastery 2.2**  **Developing/Mastery 2.3**  **Developing/Mastery 2.4**  **Developing/Mastery 2.5**  **Developing/Mastery 2.6**  **Developing/Mastery 2.1**  **Developing/ Mastery 2.2**  **Developing/ Mastery 2.3**  **Developing/Mastery 2.4**  **Developing/Mastery 2.5**  **Developing/Mastery 2.6**  **Recognize upper and lower case cursive letters.**  **Write name in cursive.** |
| Year Long Standards  (Objectives that may take the full year to teach)  **Please note, once ELA objectives are introduced they will be taught for the remainder of the year.** | | | |

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| **2nd Grade ELA Standards At a Glance: Focused Instruction** |

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| Strand | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| Reading Literature | 2.1, 2.3, 2.5, 2.7 |  | 2.2, 2.6 | 2.4, 2.9, 2.10 |
| Reading Information | 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10 | 2.2, 2.3, 2.5 | 2.4, 2.9 |  |
| Reading Foundational Skills | 2.3, 2.4 |  |  |  |
| Writing | 2.3, 2.5, 2.8 | 2.2, 2.7 | 2.1, 2.6 |  |
| Speaking and Listening | 2.1, 2.2, 2.6 | 2.4 | 2.3, 2.5 |  |
| Language | 2.1, 2.2, 2.6 |  | 2.3 |  |
| Cursive |  |  | Introduce letters | Recognize letters, write name |

Proposed Benchmark Frequency: BOY, MOY, and EOY through Reading 3D and K-2 Assessments. Writing should be benchmarked each 9 weeks.

Comments (optional): Many of the Standards for 2nd grade ELA are developmental and will be taught throughout the year. Students are expected to have mastered these standards by the end of the year. Students are benchmarked on progress toward mastery through the Reading 3D program along with the K-2 assessments and/or DIBELS at the beginning, middle, and end of the school year. Please note that standards from previous grade are reinforced until grade level standards are introduced.

Name of Person/People Submitting this form: 2nd grade TLC Action Team