

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
2.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 2.1A share how literature contributes to strengthening moral character *			
Phonics and Word Study	Instructional Focus			
2.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 2.2A read at a rate to increase comprehension <input type="checkbox"/> 2.2A read with accuracy <input type="checkbox"/> 2.2A read with inflection and emphasis			
2.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 2.2B.1 produce a series of rhyming words <input type="checkbox"/> 2.2B.2 distinguish between long and short vowel sounds in one-syllable and multi-syllable words <input type="checkbox"/> 2.2B.3 recognize the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> 2.2B.4 manipulate phonemes within base words <input type="checkbox"/> 2.2B.5 decode words with short, long, or variant vowels, trigraphs, and blends <input type="checkbox"/> 2.2B.11 identifying and reading high-frequency words from a research-based list			
2.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 2.2C.1 use context within a sentence to determine meaning			
2.2D demonstrate print awareness	<input type="checkbox"/> 2.2D.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters words			
Shared Reading	Instructional Focus			
2.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 2.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 2.3B generate questions about text before, during, and after reading <input type="checkbox"/> 2.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 2.3D create mental images to deepen understanding <input type="checkbox"/> 2.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 2.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 2.3G make inferences and use evidence to support understanding <input type="checkbox"/> 2.3H evaluate details read to determine key ideas <input type="checkbox"/> 2.3I synthesize information to create new understanding			
2.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction Poetry Drama Informational Persuasive			
Independent Reading	Instructional Focus			
2.4 self-select text and read independently	<input type="checkbox"/> 2.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 2.4B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
2.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 2.5A describe personal connections to texts <input type="checkbox"/> 2.5B write brief comments on literary or informational texts <input type="checkbox"/> 2.5C use text evidence to support an appropriate response <input type="checkbox"/> 2.5D retell texts in ways that maintain meaning <input type="checkbox"/> 2.5E respond using newly acquired vocabulary as appropriate			
2.6A analyze the authors' choices and how they influence and communicate meaning				

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
2.7A plan first drafts	<input type="checkbox"/> 2.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
2.7B develop drafts	<input type="checkbox"/> 2.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 2.7B.2 develop an idea with specific and relevant details			
2.7C revise drafts	<input type="checkbox"/> 2.7C.1 revise drafts by adding details in pictures or words			
2.7D edit drafts	<input type="checkbox"/> 2.7D.1 complete sentences with subject-verb agreement <input type="checkbox"/> 2.7D.2 past, present, and future verb tense <input type="checkbox"/> 2.7D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 2.7D.9 capitalization of months, days of the week <input type="checkbox"/> 2.7D.10 end punctuation <input type="checkbox"/> 2.7D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
2.7E publish written work	<input type="checkbox"/> 2.7E.1 publish and share written work for appropriate audiences			
2.7F use the writing process to compose literary texts				
2.7G use the writing process to compose informational texts				
2.7H use the writing process to compose persuasive texts				
2.7I compose correspondence				
Research	Instructional Focus			
2.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
2.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 2.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 2.1C share how literature ignites the creative imagination *			
Phonics and Word Study	Instructional Focus			
2.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 2.2A read at a rate to increase comprehension <input type="checkbox"/> 2.2A read with accuracy <input type="checkbox"/> 2.2A read with inflection and emphasis			
2.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 2.2B.6 decode and spell words with silent letters such as knife and gnat <input type="checkbox"/> 2.2B.7 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables <input type="checkbox"/> 2.2B.11 identifying and reading high-frequency words from a research-based list			
2.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 2.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> 2.2C.2 use print or digital resources to determine meaning <input type="checkbox"/> 2.2C.4 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context			
2.2D demonstrate print awareness	<input type="checkbox"/> 2.2D.1 alphabetize a series of words and use a dictionary or glossary to find words <input type="checkbox"/> 2.2D.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters words			
Shared Reading	Instructional Focus			
2.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 2.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 2.3B generate questions about text before, during, and after reading <input type="checkbox"/> 2.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 2.3D create mental images to deepen understanding <input type="checkbox"/> 2.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 2.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 2.3G make inferences and use evidence to support understanding <input type="checkbox"/> 2.3H evaluate details read to determine key ideas <input type="checkbox"/> 2.3I synthesize information to create new understanding			
2.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 2.3K.2 describe the main character's internal and external traits and reasons why people do the things they do* Poetry Drama Informational <input type="checkbox"/> 2.3N.1 use graphics to locate or gain information Persuasive			
Independent Reading	Instructional Focus			
2.4 self-select text and read independently	<input type="checkbox"/> 2.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 2.4B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
2.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 2.5A describe personal connections to texts <input type="checkbox"/> 2.5B write brief comments on literary or informational texts <input type="checkbox"/> 2.5C use text evidence to support an appropriate response <input type="checkbox"/> 2.5D retell texts in ways that maintain meaning <input type="checkbox"/> 2.5E respond using newly acquired vocabulary as appropriate			
2.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 2.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 2.6A.2 discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 2.6A.3 discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 2.6A.4 discuss the use of descriptive, literal, and figurative language <input type="checkbox"/> 2.6A.5 identify the use of first or third person in a text <input type="checkbox"/> 2.6A.6 identify and explain the use of repetition			

Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
2.7A plan first drafts	<input type="checkbox"/> 2.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
2.7B develop drafts	<input type="checkbox"/> 2.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 2.7B.2 develop an idea with specific and relevant details			
2.7C revise drafts	<input type="checkbox"/> 2.7C.1 revise drafts by adding details in pictures or words			
2.7D edit drafts	<input type="checkbox"/> 2.7D.4 adjectives, including articles <input type="checkbox"/> 2.7D.5 adverbs that convey time and adverbs that convey place <input type="checkbox"/> 2.7D.9 capitalization of months, days of the week <input type="checkbox"/> 2.7D.10 end punctuation <input type="checkbox"/> 2.7D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
2.7E publish written work	<input type="checkbox"/> 2.7E.1 publish and share written work for appropriate audiences			
2.7F use the writing process to compose literary texts	<input type="checkbox"/> 2.7F compose personal narratives			
2.7G use the writing process to compose informational texts				
2.7H use the writing process to compose persuasive texts				
2.7I compose correspondence				
Research	Instructional Focus			
2.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
2.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 2.1C share how literature ignites the creative imagination * <input type="checkbox"/> 2.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study	Instructional Focus			
2.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
2.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 2.2B.8 decode and spell compound words, contractions, and common abbreviations <input type="checkbox"/> 2.2B.9 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV <input type="checkbox"/> 2.2B.10 decode and spell words with prefixes, including un-, re-, and -dis, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est <input type="checkbox"/> 2.2B.11 identifying and reading high-frequency words from a research-based list			
2.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 2.2C.3 identify the meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/ tion/sion			
2.2D demonstrate print awareness	<input type="checkbox"/> 2.2D.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters words			
Shared Reading	Instructional Focus			
2.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension) Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
2.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 2.3K.1 discuss topics and determine theme <input type="checkbox"/> 2.3K.2 describe the main character's internal and external traits and reasons why people do the things they do* <input type="checkbox"/> 2.3K.3 describe and understand plot elements, including the main events, the conflict, and the resolution <input type="checkbox"/> 2.3K.4 describe the importance of the setting <input type="checkbox"/> 2.3K.5 identify moral lessons as themes in well-known fables, legends, myths, or stories * Poetry <input type="checkbox"/> 2.3L.1 explain visual patterns and structures in a variety of poems <input type="checkbox"/> 2.3L.2 recite poems of substance that encourage striving for virtue and goodness * Drama <input type="checkbox"/> 2.3M.1 discuss elements of drama such as characters, dialogue, and setting <input type="checkbox"/> 2.3M.2 use imagination to create dialogue between the readers and the characters in a story * Informational Persuasive			
Independent Reading	Instructional Focus			
2.4 self-select text and read independently	<input type="checkbox"/> 2.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 2.4B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
2.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	<input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
2.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 2.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 2.6A.4 discuss the use of descriptive, literal, and figurative language <input type="checkbox"/> 2.6A.5 identify the use of first or third person in a text <input type="checkbox"/> 2.6A.6 identify and explain the use of repetition			

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
2.7A plan first drafts	<input type="checkbox"/> 2.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
2.7B develop drafts	<input type="checkbox"/> 2.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 2.7B.2 develop an idea with specific and relevant details			
2.7C revise drafts	<input type="checkbox"/> 2.7C.1 revise drafts by adding details in pictures or words			
2.7D edit drafts	<input type="checkbox"/> 2.7D.6 prepositions and prepositional phrases <input type="checkbox"/> 2.7D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> 2.7D.9 capitalization <input type="checkbox"/> 2.7D.10 apostrophes in contractions <input type="checkbox"/> 2.7D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
2.7E publish written work	<input type="checkbox"/> 2.7E.1 publish and share written work for appropriate audiences			
2.7F use the writing process to compose literary texts	<input type="checkbox"/> 2.7F compose personal narratives <input type="checkbox"/> 2.7F compose poetry			
2.7G use the writing process to compose informational texts				
2.7H use the writing process to compose persuasive texts				
2.7I compose correspondence				
Research	Instructional Focus			
2.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
2.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 2.1B interpret and evaluate literature in a Christian spirit *			
Phonics and Word Study	Instructional Focus			
2.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
2.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> maintain and apply previously learned skills			
2.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> maintain and apply previously learned skills			
2.2D demonstrate print awareness	<input type="checkbox"/> maintain previously learned skills			
Shared Reading	Instructional Focus			
2.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
2.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 2.3N.1 recognize the central idea with supporting evidence, graphics to locate or gain information, organizational patterns such as chronological order and cause and effect stated explicitly			
	Persuasive <input type="checkbox"/> 2.3O.1 state what the author is trying to persuade the reader to think or do <input type="checkbox"/> 2.3O.2 distinguish facts from opinion			
Independent Reading	Instructional Focus			
2.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			
Responding to Text	Instructional Focus			
2.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
2.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 2.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 2.6A.2 discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 2.6A.3 discuss the author's use of print and graphic features to achieve specific purposes			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
2.7A plan first drafts	<input type="checkbox"/> 2.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
2.7B develop drafts	<input type="checkbox"/> 2.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 2.7B.2 develop an idea with specific and relevant details			
2.7C revise drafts	<input type="checkbox"/> 2.7C.1 revise drafts by adding details in pictures or words			
2.7D edit drafts	<input type="checkbox"/> 2.7D.8 coordinating conjunctions to form compound subjects and predicates <input type="checkbox"/> 2.7D.9 capitalization of the salutation and closing of a letter <input type="checkbox"/> 2.7D.10 commas with items in a series and in dates <input type="checkbox"/> 2.7D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
2.7E publish written work	<input type="checkbox"/> 2.7E.1 publish and share written work for appropriate audiences			
2.7F use the writing process to compose literary texts				
2.7G use the writing process to compose informational texts	<input type="checkbox"/> 2.7G compose informational texts <input type="checkbox"/> 2.7G compose procedural texts <input type="checkbox"/> 2.7G compose reports			
2.7H use the writing process to compose persuasive texts	<input type="checkbox"/> 2.7H compose persuasive texts			
2.7I compose correspondence	<input type="checkbox"/> 2.7I.1 compose thank you notes and letters			
Research	Instructional Focus			
2.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 2.8A.1 generate questions for formal and informal inquiry <input type="checkbox"/> 2.8A.2 develop and follow a research plan <input type="checkbox"/> 2.8A.3 identify and gather relevant sources and information to answer the questions <input type="checkbox"/> 2.8A.4 identify primary and secondary sources <input type="checkbox"/> 2.8A.5 demonstrate understanding of information gathered <input type="checkbox"/> 2.8A.6 cite sources appropriately <input type="checkbox"/> 2.8A.7 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

Reading and Writing – Grade 2 (all standards)

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
2.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 2.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 2.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 2.1C share how literature ignites the creative imagination * <input type="checkbox"/> 2.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study	Instructional Focus			
2.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 2.2A read at a rate to increase comprehension <input type="checkbox"/> 2.2A read with accuracy <input type="checkbox"/> 2.2A read with inflection and emphasis			
2.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 2.2B.1 produce a series of rhyming words <input type="checkbox"/> 2.2B.2 distinguish between long and short vowel sounds in one-syllable and multi-syllable words <input type="checkbox"/> 2.2B.3 recognize the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> 2.2B.4 manipulate phonemes within base words <input type="checkbox"/> 2.2B.5 decode words with short, long, or variant vowels, trigraphs, and blends <input type="checkbox"/> 2.2B.6 decode and spell words with silent letters such as knife and gnat <input type="checkbox"/> 2.2B.7 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables <input type="checkbox"/> 2.2B.8 decode and spell compound words, contractions, and common abbreviations <input type="checkbox"/> 2.2B.9 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV <input type="checkbox"/> 2.2B.10 decode and spell words with prefixes, including un-, re-, and -dis, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est <input type="checkbox"/> 2.2B.11 identifying and reading high-frequency words from a research-based list			
2.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> 2.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> 2.2C.2 use print or digital resources to determine meaning <input type="checkbox"/> 2.2C.3 identify the meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/ tion/sion <input type="checkbox"/> 2.2C.4 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context			
2.2D demonstrate print awareness	<input type="checkbox"/> 2.2D.1 alphabetize a series of words and use a dictionary or glossary to find words <input type="checkbox"/> 2.2D.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters words			

Reading and Writing – Grade 2 (all standards)

		CHECKPOINT		
		1	2	3
Shared Reading	Instructional Focus			
2.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <ul style="list-style-type: none"> <input type="checkbox"/> 2.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 2.3B generate questions about text before, during, and after reading <input type="checkbox"/> 2.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 2.3D create mental images to deepen understanding <input type="checkbox"/> 2.3E monitor comprehension and make adjustments while reading 			
	Tools to Know: Comprehension <ul style="list-style-type: none"> <input type="checkbox"/> 2.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 2.3G make inferences and use evidence to support understanding <input type="checkbox"/> 2.3H evaluate details read to determine key ideas <input type="checkbox"/> 2.3I synthesize information to create new understanding 			
2.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <ul style="list-style-type: none"> <input type="checkbox"/> 2.3K.1 discuss topics and determine theme <input type="checkbox"/> 2.3K.2 describe the main character's internal and external traits and reasons why people do the things they do* <input type="checkbox"/> 2.3K.3 describe and understand plot elements, including the main events, the conflict, and the resolution <input type="checkbox"/> 2.3K.4 describe the importance of the setting <input type="checkbox"/> 2.3K.5 identify moral lessons as themes in well-known fables, legends, myths, or stories * 			
	Poetry <ul style="list-style-type: none"> <input type="checkbox"/> 2.3L.1 explain visual patterns and structures in a variety of poems <input type="checkbox"/> 2.3L.2 recite poems of substance that encourage striving for virtue and goodness * 			
	Drama <ul style="list-style-type: none"> <input type="checkbox"/> 2.3M.1 discuss elements of drama such as characters, dialogue, and setting <input type="checkbox"/> 2.3M.2 use imagination to create dialogue between the readers and the characters in a story * 			
	Informational <ul style="list-style-type: none"> <input type="checkbox"/> 2.3N.1 recognize the central idea with supporting evidence, graphics to locate or gain information, organizational patterns such as chronological order and cause and effect stated explicitly 			
	Persuasive <ul style="list-style-type: none"> <input type="checkbox"/> 2.3O.1 state what the author is trying to persuade the reader to think or do <input type="checkbox"/> 2.3O.2 distinguish facts from opinion 			
Independent Reading	Instructional Focus			
2.4 self-select text and read independently	<ul style="list-style-type: none"> <input type="checkbox"/> 2.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 2.4B share beautifully told and well-crafted works * 			
Responding to Text	Instructional Focus			
2.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <ul style="list-style-type: none"> <input type="checkbox"/> 2.5A describe personal connections to texts <input type="checkbox"/> 2.5B write brief comments on literary or informational texts <input type="checkbox"/> 2.5C use text evidence to support an appropriate response <input type="checkbox"/> 2.5D retell texts in ways that maintain meaning <input type="checkbox"/> 2.5E respond using newly acquired vocabulary as appropriate 			
2.6A analyze the authors' choices and how they influence and communicate meaning	<ul style="list-style-type: none"> <input type="checkbox"/> 2.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 2.6A.2 discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 2.6A.3 discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 2.6A.4 discuss the use of descriptive, literal, and figurative language <input type="checkbox"/> 2.6A.5 identify the use of first or third person in a text <input type="checkbox"/> 2.6A.6 identify and explain the use of repetition 			

Reading and Writing – Grade 2 (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
2.7A plan first drafts	<input type="checkbox"/> 2.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
2.7B develop drafts	<input type="checkbox"/> 2.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 2.7B.2 develop an idea with specific and relevant details			
2.7C revise drafts	<input type="checkbox"/> 2.7C.1 revise drafts by adding details in pictures or words			
2.7D edit drafts	<input type="checkbox"/> 2.7D.1 complete sentences with subject-verb agreement <input type="checkbox"/> 2.7D.2 past, present, and future verb tense <input type="checkbox"/> 2.7D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 2.7D.4 adjectives, including articles <input type="checkbox"/> 2.7D.5 adverbs that convey time and adverbs that convey place <input type="checkbox"/> 2.7D.6 prepositions and prepositional phrases <input type="checkbox"/> 2.7D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> 2.7D.8 coordinating conjunctions to form compound subjects and predicates <input type="checkbox"/> 2.7D.9 capitalization of months, days of the week, and the salutation and closing of a letter <input type="checkbox"/> 2.7D.10 end punctuation, apostrophes in contractions, and commas with items in a series and in dates <input type="checkbox"/> 2.7D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
2.7E publish written work	<input type="checkbox"/> 2.7E.1 publish and share written work for appropriate audiences			
2.7F use the writing process to compose literary texts	<input type="checkbox"/> 2.7F compose personal narratives <input type="checkbox"/> 2.7F compose poetry			
2.7G use the writing process to compose informational texts	<input type="checkbox"/> 2.7G compose informational texts <input type="checkbox"/> 2.7G compose procedural texts <input type="checkbox"/> 2.7G compose reports			
2.7H use the writing process to compose persuasive texts	<input type="checkbox"/> 2.7H compose persuasive texts			
2.7I compose correspondence	<input type="checkbox"/> 2.7I.1 compose thank you notes and letters			
Research	Instructional Focus			
2.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 2.8A.1 generate questions for formal and informal inquiry <input type="checkbox"/> 2.8A.2 develop and follow a research plan <input type="checkbox"/> 2.8A.3 identify and gather relevant sources and information to answer the questions <input type="checkbox"/> 2.8A.4 identify primary and secondary sources <input type="checkbox"/> 2.8A.5 demonstrate understanding of information gathered <input type="checkbox"/> 2.8A.6 cite sources appropriately <input type="checkbox"/> 2.8A.7 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			