

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 *				
Literacy Routines	Instructional Focus				
2.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 2.2A listen actively, ask relevant questions to clarify information, and answer questions <input type="checkbox"/> 2.2B follow, restate, and give oral instructions that involve a series of related sequences of action				
	<input type="checkbox"/> 2.2C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language <input type="checkbox"/> 2.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others				
	<input type="checkbox"/> 2.2E develop social communication such as conversing politely in all situations				
Word Study	Instructional Focus				
2.3A demonstrate phonological awareness	Demonstrate phonological awareness by:				
	<input type="checkbox"/> 2.3A.1 producing a series of rhyming words <input type="checkbox"/> 2.3A.2 distinguishing between long and short vowel sounds in one-syllable and multi-syllable words <input type="checkbox"/> 2.3A.3 recognizing the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> 2.3A.4 manipulating phonemes within base words				
	2.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 2.3B.1 decode and spell words with short, long, or variant vowels, trigraphs, blends <input type="checkbox"/> 2.3B.7 identify, read and spell high-frequency words from a research-based list			
	2.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 2.3C.5 use context within and beyond a sentence to determine meaning of unfamiliar words			
Shared Reading	Instructional Focus				
2.4 read grade-level text with fluency and comprehension 2.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process				
	<input type="checkbox"/> 2.3C.5 use context within and beyond a sentence to determine meaning of unfamiliar words <input type="checkbox"/> 2.4A use appropriate fluency when reading grade-level text <input type="checkbox"/> 2.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 2.5B generate questions about text before, during, and after reading <input type="checkbox"/> 2.5C make and correct or confirm predictions using text features, characteristics of genre, and structures				
	<input type="checkbox"/> 2.5D create mental images to deepen understanding <input type="checkbox"/> 2.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down				
	Tools to Know: Comprehension				
	<input type="checkbox"/> 2.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 2.5G make inferences and use evidence to support understanding <input type="checkbox"/> 2.5H evaluate details read to determine key ideas <input type="checkbox"/> 2.5I synthesize information to create new understanding				
	2.6/2.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry				
	Drama				
	Informational				
	Persuasive				

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Independent Reading	Instructional Focus			
2.9 self-select text and read independently	<input type="checkbox"/> 2.9A self-select text and read independently for a sustained period of time			
Responding to Text	Instructional Focus			
	Ways to Show: Response Skills			
2.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<input type="checkbox"/> 2.10A describe personal connections to a variety of sources <input type="checkbox"/> 2.10B write brief comments on literary or informational texts that demonstrate an understanding of the text <input type="checkbox"/> 2.10C use text evidence to support an appropriate response <input type="checkbox"/> 2.10D retell and paraphrase texts in ways that maintain meaning and logical order <input type="checkbox"/> 2.10E interact with sources in meaningful ways such as illustrating or writing <input type="checkbox"/> 2.10F respond using newly acquired vocabulary as appropriate			
2.8 identify, explain, and discuss the author’s choices and how they influence meaning; apply author’s craft purposefully in writing and speaking				
Writing	Instructional Focus			
2.11A plan first drafts	<input type="checkbox"/> 2.11A plan a first draft by using prewriting strategies such as drawing and brainstorming			
2.11B develop drafts	<input type="checkbox"/> 2.11B.1 develop drafts into a focused piece of writing by: organizing with structure <input type="checkbox"/> 2.11B.2 developing an idea with specific and relevant details			
2.11C revise drafts	<input type="checkbox"/> 2.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences			
2.11D edit drafts	<input type="checkbox"/> 2.11D.1 edit for grammar, capitalization, punctuation, and spelling, including: complete simple sentences with subject-verb agreement			
	<input type="checkbox"/> 2.11D.2 past, and present, and future verb tense			
	<input type="checkbox"/> 2.11D.3 singular, plural, common, and proper nouns			
	<input type="checkbox"/> 2.11D.9 capitalization of months, days of the week, and the salutation and conclusion of a letter			
	<input type="checkbox"/> 2.11D.10 end punctuation, apostrophes in contractions, and commas with items in a series and in dates			
2.11E publish written work	<input type="checkbox"/> 2.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
	<input type="checkbox"/> 2.11E.1 publish and share written work <input type="checkbox"/> 2.11E.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters			
2.12A use the writing process to compose literary texts				
2.12B use the writing process to compose informational texts				
2.12C use the writing process to compose persuasive texts				
2.12D compose correspondence				
Research	Instructional Focus			
2.13 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 *		
Literacy Routines		Instructional Focus		
2.2	communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 2.2A listen actively, ask relevant questions to clarify information, and answer questions clearly, at an appropriate pace and using the conventions of language <input type="checkbox"/> 2.2B follow, restate, and give oral instructions that involve a series of related sequences of action <input type="checkbox"/> 2.2C share information and ideas that focus on the topic under discussion, speaking clearly, at an appropriate pace and using the conventions of language <input type="checkbox"/> 2.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others <input type="checkbox"/> 2.2E develop social communication such as conversing politely in all situations		
Word Study		Instructional Focus		
2.3A	demonstrate phonological awareness	<input type="checkbox"/> N/A		
2.3B	demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 2.3B.2 decode and spell words with silent letters such as knife and gnat <input type="checkbox"/> 2.3B.3 decode one-syllable and 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"/> 2.3B.7 identify, read, and spell high-frequency words from a research-based list		
2.3C	use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 2.3C.1 alphabetize a series of words and use a dictionary or glossary to find words <input type="checkbox"/> 2.3C.2 use print or digital resources to determine meaning and pronunciation of unknown words <input type="checkbox"/> 2.3C.5 use context within and beyond a sentence to determine meaning		
Shared Reading		Instructional Focus		
2.4	read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 2.3C.5 use context within and beyond a sentence to determine meaning of unfamiliar words <input type="checkbox"/> 2.4A use appropriate fluency when reading grade-level text <input type="checkbox"/> 2.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 2.5B generate questions about text before, during, and after reading <input type="checkbox"/> 2.5C make and correct or confirm predictions using text features, characteristics of genre, and structures		
2.5	use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 2.5D create mental images to deepen understanding <input type="checkbox"/> 2.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down Tools to Know: Comprehension <input type="checkbox"/> 2.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 2.5G make inferences and use evidence to support understanding <input type="checkbox"/> 2.5H evaluate details read to determine key ideas <input type="checkbox"/> 2.5I synthesize information to create new understanding		
2.6/2.7	use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 2.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, and fairy tales <input type="checkbox"/> 2.7C describe the main character(s)' internal and external traits Poetry Drama Informational <input type="checkbox"/> 2.6D recognize features and graphics to locate and gain information including features and graphics Persuasive		

Unit 1: Responding to Text/Writing Design

CHECKPOINT		
1	2	3

Independent Reading	Instructional Focus			
2.9 self-select text and read independently	<input type="checkbox"/> 2.9A self-select text and read independently for a sustained period of time <input type="checkbox"/> 2.9B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
2.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> 2.10A describe personal connections to texts <input type="checkbox"/> 2.10B write brief comments on literary or informational texts that demonstrate understanding of the text <input type="checkbox"/> 2.10C use text evidence to support an appropriate response <input type="checkbox"/> 2.10D retell and paraphrase texts in ways that maintain meaning and logical order <input type="checkbox"/> 2.10F respond using newly acquired vocabulary as appropriate			
2.8 identify, explain, and discuss the author’s choices and how they influence meaning; apply author’s craft purposefully in writing and speaking	<input type="checkbox"/> 2.8A discuss the author’s purpose for writing text <input type="checkbox"/> 2.8B identify the use of first or third person in a text <input type="checkbox"/> 2.8C discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 2.8D discuss the author's use of print and graphic features to achieve their purpose <input type="checkbox"/> 2.8E discuss the use of descriptive, literal, and figurative language			

Writing	Instructional Focus			
2.11A plan first drafts	<input type="checkbox"/> 2.11A plan a first draft by using prewriting strategies such as drawing and brainstorming			
2.11B develop drafts	<input type="checkbox"/> 2.11B.1 develop drafts into a focused piece of writing by: organizing with structure <input type="checkbox"/> 2.11B.2 developing an idea with specific and relevant details			
2.11C revise drafts	<input type="checkbox"/> 2.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences			
2.11D edit drafts	edit for grammar, capitalization, punctuation, and spelling, including: <input type="checkbox"/> 2.11D.4 adjectives, including articles <input type="checkbox"/> 2.11D.5 adverbs that convey time and adverbs that convey place <input type="checkbox"/> 2.11D.9 maintain previously learned skills <input type="checkbox"/> 2.11D.10 maintain previously learned skills <input type="checkbox"/> 2.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
2.11E publish written work	<input type="checkbox"/> 2.11E.1 publish and share writing <input type="checkbox"/> 2.11E.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters			
2.12A use the writing process to compose literary texts	<input type="checkbox"/> 2.12A dictate or compose personal narratives			
2.12B use the writing process to compose informational texts				
2.12C use the writing process to compose persuasive texts				
2.12D compose correspondence				

Research	Instructional Focus			
2.13 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 *			
Literacy Routines	Instructional Focus			
2.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 2.2A listen actively, ask relevant questions to clarify information, and answer questions <input type="checkbox"/> 2.2B follow, restate, and give oral instructions that involve a series of related sequences of action <input type="checkbox"/> 2.2C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language <input type="checkbox"/> 2.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others <input type="checkbox"/> 2.2E develop social communication such as conversing politely in all situations			
Word Study	Instructional Focus			
2.3A demonstrate phonological awareness	<input type="checkbox"/> N/A			
2.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 2.3B.3 one-syllable and 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"/> 2.3B.4 decode and spell compound words, contractions, and common abbreviations <input type="checkbox"/> 2.3B.6 decode and spell words with prefixes and inflectional endings <input type="checkbox"/> 2.3B.7 identify, read, and spell high-frequency words from a research-based list			
2.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 2.3C.2 alphabetize a series of words to the first or second letter and use a dictionary to find words			
Shared Reading	Instructional Focus			
2.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
2.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
2.6/2.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 2.7A discuss topics and determine theme using text evidence <input type="checkbox"/> 2.7B describe and understand plot elements, including main events, the conflict and the resolution <input type="checkbox"/> 2.7C describe the main character(s)' internal and external traits <input type="checkbox"/> 2.7D describe the importance of the setting <input type="checkbox"/> 2.7E identify moral lessons as themes in well-known fables, legends, myths or stories* Poetry <input type="checkbox"/> 2.6B explain visual patterns and structures in a variety of poems <input type="checkbox"/> 2.7E recite poems of substance that encourage striving for virtue and goodness * Drama <input type="checkbox"/> 2.6C discuss elements of drama such as characters, dialogue, and setting <input type="checkbox"/> 2.6E use imagination to create dialogue between the readers and characters in a story * Informational Persuasive			
Independent Reading	Instructional Focus			
2.9 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 *			

Unit 3: Exploring Literary Texts

CHECKPOINT		
1	2	3

Responding to Text	Instructional Focus			
2.10 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)			
2.8 identify, explain, and discuss The author's choices and how they influence meaning; apply author's craft purposefully in writing and speaking	<input type="checkbox"/> 2.8A discuss the author's purpose for writing text <input type="checkbox"/> 2.8B identify the use of first or third person in a text <input type="checkbox"/> 2.8D discuss the author's use of print and graphic features to achieve their purpose <input type="checkbox"/> 2.8E discuss the use of descriptive, literal, and figurative language <input type="checkbox"/> 2.8F identify and explain the use of repetition			

Writing	Instructional Focus			
2.11A plan first drafts	<input type="checkbox"/> 2.11A plan a first draft by using prewriting strategies such as drawing and brainstorming			
2.11B develop drafts	<input type="checkbox"/> 2.11B.1 develop drafts into a focused piece of writing by: organizing with structure <input type="checkbox"/> 2.11B.2 developing an idea with specific and relevant details			
2.11C revise drafts	<input type="checkbox"/> 2.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences			
2.11D edit drafts	<input type="checkbox"/> 2.11D.6 edit for grammar, capitalization, punctuation, and spelling, including: prepositions and prepositional phrases <input type="checkbox"/> 2.11D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> 2.11D.9 maintain previously learned capitalization skills <input type="checkbox"/> 2.11D.10 end punctuation, apostrophes, in contractions, and commas with items in a series and in dates <input type="checkbox"/> 2.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
	2.11E publish written work	<input type="checkbox"/> 2.11E.1 publish and share writing <input type="checkbox"/> 2.11E.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters		
	2.12A use the writing process to compose literary texts	<input type="checkbox"/> 2.12A dictate or compose personal narratives <input type="checkbox"/> 2.12A dictate or compose poetry		
	2.12B use the writing process to compose informational texts			
2.12C use the writing process to compose persuasive texts				
2.12D compose correspondence				

Research	Instructional Focus			
2.13 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 *			
Literacy Routines	Instructional Focus			
2.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain and apply previously learned communication skills			
Word Study	Instructional Focus			
2.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 2.3B.5 decode and spell words using knowledge of syllable division patterns such as VCCCV, VCV, and VCCCV			
2.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> maintain and apply previously learned skills			
Shared Reading	Instructional Focus			
2.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
2.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
2.6/2.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational	<input type="checkbox"/> 2.6D recognize features and graphics to locate and gain information including features and graphics <input type="checkbox"/> 2.6D.1 recognize the central idea and supporting evidence <input type="checkbox"/> 2.6D.2 recognize organizational patterns such as chronological order and cause/effect stated explicitly		
	Persuasive	<input type="checkbox"/> 2.6E recognize characteristics of persuasive text <input type="checkbox"/> 2.6E.1 state what the author is trying to persuade the reader to think or do <input type="checkbox"/> 2.6E.2 distinguish facts from opinion		
Independent Reading	Instructional Focus			
2.9 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			
2.10 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)			
2.8 identify, explain, and discuss the author's choices and how they influence meaning; apply author's craft purposefully in writing and speaking	<input type="checkbox"/> 2.8A discuss the author's purpose for writing <input type="checkbox"/> 2.8C discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 2.8D discuss the author's use of print and graphic features to achieve their purpose			

Unit : Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
2.11A plan first drafts	<input type="checkbox"/> 2.11A plan a first draft by using prewriting strategies such as drawing and brainstorming			
2.11B develop drafts	<input type="checkbox"/> 2.11B.1 develop drafts into a focused piece of writing by: organizing with structure			
	<input type="checkbox"/> 2.11B.2 developing an idea with specific and relevant details			
2.11C revise drafts	<input type="checkbox"/> 2.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences			
2.11D edit drafts	<input type="checkbox"/> 2.11D.8 edit drafts for grammar, capitalization, punctuation, and spelling, including: coordinating conjunctions to form compound subjects and predicates			
	<input type="checkbox"/> 2.11D.9 capitalization of the salutation and closing of a letter			
	<input type="checkbox"/> 2.11D.10 end punctuation, apostrophes in contradiction, and commas with items in a series and in dates			
	<input type="checkbox"/> 2.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
2.11E publish written work	<input type="checkbox"/> 2.11E.1 publish and share writing			
	<input type="checkbox"/> 2.11E.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters			
2.12A use the writing process to compose literary texts				
2.12B use the writing process to compose informational texts	<input type="checkbox"/> 2.12B compose informational texts			
	<input type="checkbox"/> 2.12B compose procedural texts			
	<input type="checkbox"/> 2.12B compose reports			
2.12C use the writing process to compose persuasive texts	<input type="checkbox"/> 2.12C compose persuasive texts			
2.12D compose correspondence	<input type="checkbox"/> 2.12D compose thank you notes and letters			
Research	Instructional Focus			
2.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 2.13A generate questions for formal and informal inquiry with adult assistance			
	<input type="checkbox"/> 2.13B develop and follow a research plan with adult assistance			
	<input type="checkbox"/> 2.13C identify and gather relevant sources and information to answer the questions			
	<input type="checkbox"/> 2.13D identify primary and secondary sources			
	<input type="checkbox"/> 2.13E demonstrate understanding of information gathered			

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 *			
Literacy Routines	Instructional Focus			
2.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 2.2A listen actively, ask relevant questions to clarify information, and answer questions <input type="checkbox"/> 2.2B follow, restate, and give oral instructions that involve a series of related sequence of actions <input type="checkbox"/> 2.2C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language <input type="checkbox"/> 2.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others <input type="checkbox"/> 2.2E develop social communication such as conversing politely in all situations			
Word Study	Instructional Focus			
2.3A demonstrate phonological awareness	Demonstrate phonological awareness by: <input type="checkbox"/> 2.3A.1 producing a series of rhyming words <input type="checkbox"/> 2.3A.2 distinguishing between long and short vowel sounds in one-syllable and multi-syllable words <input type="checkbox"/> 2.3A.3 recognizing the change in spoken words when a specified phoneme is added, changed or removed <input type="checkbox"/> 2.3A.4 manipulating phonemes within base words			
2.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 2.3B.1 decode and spell words with short, long, or variant vowels, trigraphs and blends <input type="checkbox"/> 2.3B.2 decode and spell words with silent letters such as knife and gnat <input type="checkbox"/> 2.3B.3 decode and spell words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables <input type="checkbox"/> 2.3B.4 decode and spell compound words, contractions, and common abbreviations <input type="checkbox"/> 2.3B.5 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV <input type="checkbox"/> 2.3B.6 decode words with prefixes and inflectional endings <input type="checkbox"/> 2.3B.7 identify, read, and spell high-frequency words from a research-based list			
2.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 2.3C.1 alphabetize a series of words and use a dictionary or glossary to find words <input type="checkbox"/> 2.3C.2 use print or digital resource to determine meaning and pronunciation of unknown words <input type="checkbox"/> 2.3C.3 identify the meaning of words with the affixes <input type="checkbox"/> 2.3C.5 use context within and beyond a sentence to determine meaning			
Shared Reading	Instructional Focus			
2.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> 2.3C.5 use context within and beyond a sentence to determine the meaning of unfamiliar words <input type="checkbox"/> 2.4A use appropriate fluency when reading grade-level text <input type="checkbox"/> 2.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 2.5B generate questions about text before, during, and after reading <input type="checkbox"/> 2.5C make and correct or confirm predictions using text features, characteristics of genre, and structures			
2.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 2.5D create mental images to deepen understanding <input type="checkbox"/> 2.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down Tools to Know: Comprehension <input type="checkbox"/> 2.5F make connections to personal experiences, ideas in other texts, and society <input type="checkbox"/> 2.5G make inferences and use evidence to support understanding <input type="checkbox"/> 2.5H evaluate details read to determine key ideas <input type="checkbox"/> 2.5I synthesize information to create new understanding			

Reading and Writing – Grade 2 (all standards)

		CHECKPOINT		
		1	2	3
2.6/2.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	<input type="checkbox"/> 2.6A demonstrate knowledge of distinguishing characteristics as folktales, fables, and fairy tales			
	<input type="checkbox"/> 2.7A discuss topics and determine theme using text evidence			
	<input type="checkbox"/> 2.7B describe and understand plot elements, including the main events, the conflict, and the resolution			
	<input type="checkbox"/> 2.7C describe the main character's internal and external traits and reasons why people do the things they do* (describe the main character's (characters') internal and external traits			
	<input type="checkbox"/> 2.7D describe the importance of the setting			
	<input type="checkbox"/> 2.7E identify moral lessons as themes in well-known fables, legends, myths, or stories *			
	Poetry			
	<input type="checkbox"/> 2.6B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems			
	<input type="checkbox"/> 2.7E recite poems of substance that encourage striving for virtue and goodness *			
	Drama			
	<input type="checkbox"/> 2.6C discuss elements of drama such as characters, dialogue, and setting			
	<input type="checkbox"/> 2.7E use imagination to create dialogue between the readers and the characters in a story *			
	Informational			
	<input type="checkbox"/> 2.6D recognize features and graphics to locate and gain information including features and graphics			
	<input type="checkbox"/> 2.6D.1 recognize the central idea and supporting evidence			
	<input type="checkbox"/> 2.6D.2 recognize organizational patterns such as chronological order and cause and effect stated explicitly			
	Persuasive			
	<input type="checkbox"/> 2.6E recognize characteristics of persuasive text			
	<input type="checkbox"/> 2.6E.1 state what the author is trying to persuade the reader to think or do			
	<input type="checkbox"/> 2.6E.2 distinguish facts from opinion			

Independent Reading	Instructional Focus			
2.9 self-select text and read independently	<input type="checkbox"/> 2.9A self-select text and read independently for a sustained period of time			

Responding to Text	Instructional Focus			
2.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed. (applied to Shared and Independent Reading)	Ways to Show: Response Skills			
	<input type="checkbox"/> 2.10A describe personal connections to a variety of sources			
	<input type="checkbox"/> 2.10B write brief comments on literary or informational texts that demonstrate understanding of the text			
	<input type="checkbox"/> 2.10C use text evidence to support an appropriate response			
	<input type="checkbox"/> 2.10D retell and paraphrase texts in ways maintain meaning and logical order			
	<input type="checkbox"/> 2.10E interact with sources in meaningful ways such as illustrating or writing			
	<input type="checkbox"/> 2.10F respond using newly acquired vocabulary as appropriate			
2.8 identify, explain, and discuss The author's choices and how They influence meaning; apply author's craft purposefully in writing and speaking	<input type="checkbox"/> 2.8A discuss the author's purpose for writing text			
	<input type="checkbox"/> 2.8B identify use of first or third person in a text			
	<input type="checkbox"/> 2.8C discuss how the use of text structure contributes to the author's purpose			
	<input type="checkbox"/> 2.8D discuss the author's use of print and graphic features to achieve their purpose			
	<input type="checkbox"/> 2.8E discuss the use of descriptive, literal, and figurative language			
	<input type="checkbox"/> 2.8F identify and explain the use of repetition			

Reading and Writing – Grade 2 (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
2.11A plan first drafts	<input type="checkbox"/> 2.11A plan a first draft by using prewriting strategies such as drawing and brainstorming			
2.11B develop drafts	<input type="checkbox"/> 2.11B.1 develop drafts into a focused piece of writing by: organizing with structure <input type="checkbox"/> 2.11B.2 developing an idea with specific and relevant details			
2.11C revise drafts	<input type="checkbox"/> 2.11C revise drafts by adding, deleting, or rearranging words, phrases or sentences			
2.11D edit drafts	<input type="checkbox"/> 2.11D.1 edit for grammar, capitalization, punctuation, and spelling, including: complete sentences with subject-verb agreement <input type="checkbox"/> 2.11D.2 past, present, and future verb tense <input type="checkbox"/> 2.11D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 2.11D.4 adjectives, including articles <input type="checkbox"/> 2.11D.5 adverbs that convey time and adverbs that convey places <input type="checkbox"/> 2.11D.6 prepositions and prepositional phrases <input type="checkbox"/> 2.11D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> 2.11D.8 coordinating conjunctions to form compound subjects and predicates <input type="checkbox"/> 2.11D.9 capitalization for of months, days of the week, and the salutation and conclusion of a letter <input type="checkbox"/> 2.11D.10 end punctuation, apostrophes in contradictions, and commas with items in a series and in dates <input type="checkbox"/> 2.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
2.11E publish written work	<input type="checkbox"/> 2.11E.1 publish and share writing <input type="checkbox"/> 2.11E.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters			
2.12A use the writing process to compose literary texts	<input type="checkbox"/> 2.12A dictate or compose literary texts <input type="checkbox"/> 2.12A dictate or compose personal narratives <input type="checkbox"/> 2.12A dictate or compose poetry			
2.12B use the writing process to compose informational texts	<input type="checkbox"/> 2.12B dictate or compose informational texts <input type="checkbox"/> 2.12B dictate or compose procedural texts			
2.12C use the writing process to compose persuasive texts	<input type="checkbox"/> 2.12C dictate or compose persuasive texts			
2.12D compose correspondence	<input type="checkbox"/> 2.12D dictate or compose thank you notes and letters			
Research	Instructional Focus			
2.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 2.13A generate questions for formal and informal inquiry with adult assistance <input type="checkbox"/> 2.13B develop and follow a research plan with adult assistance <input type="checkbox"/> 2.13C identify and gather relevant sources and information to answer the questions <input type="checkbox"/> 2.13D identify primary and secondary sources <input type="checkbox"/> 2.13E demonstrate understanding of information gathered			