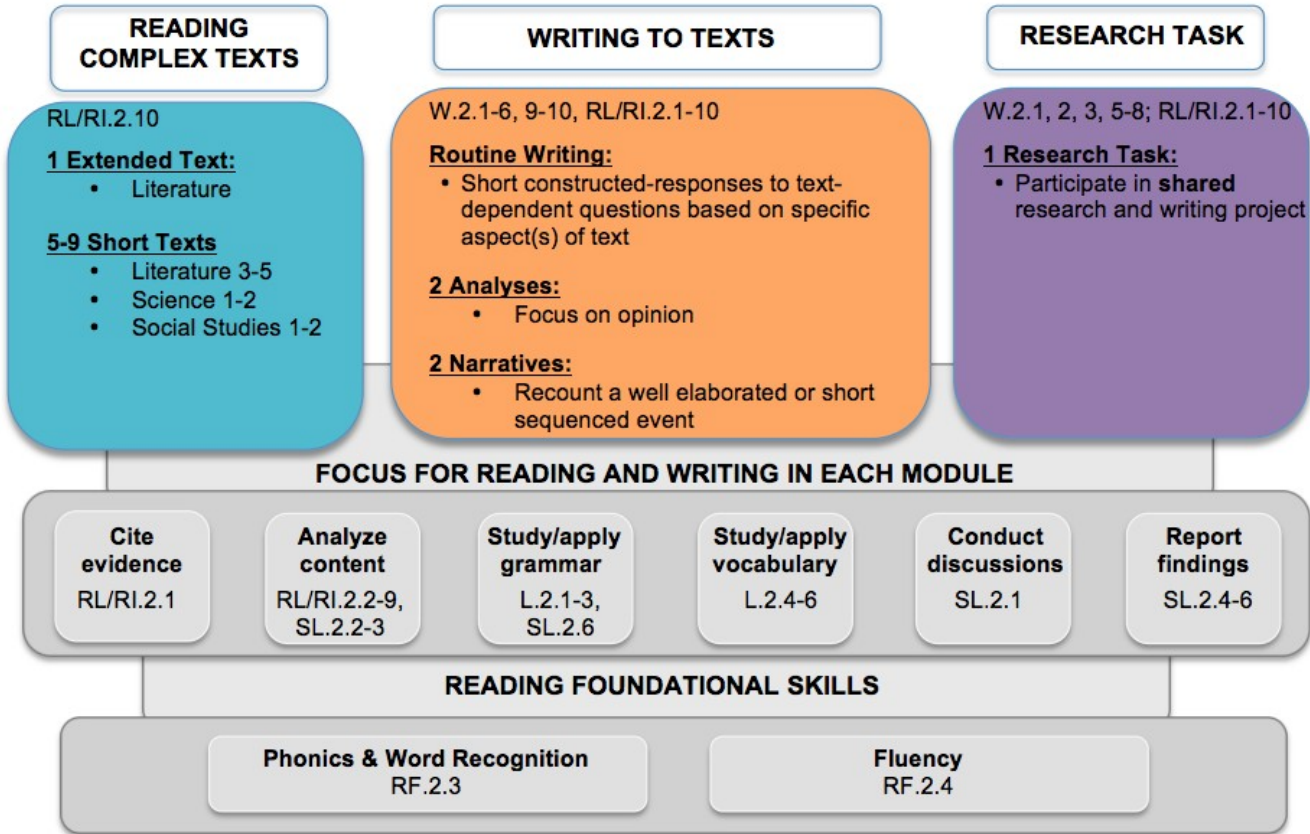


Campbell County Schools

2nd Grade

2nd Nine Weeks at-a-Glance



Suggested Grade-Appropriate Complex Texts		
Extended Text (Literature)	Short Texts	
	Literature Texts	Informational Texts
<u>Poppleton in Winter</u> * <u>The Fire Cat</u> * <u>Bat Loves the Night</u> * <u>Sarah Plain and Tall</u> Officer Buckle and Gloria Safety at Home	How Chipmunk Got His Stripes Why Rabbits Have Shorts Tails	
		Jellies Splash Photography
	Click, Clack, Moo: Cows That Type	Talk About Smart Animals
	There's a Hole at the Bottom of the Sea	Ah, Music!
		Schools Around the World An American School
		Helen Keller Talking Tools
Text-Embedded Grammar Skills		Writing to Texts
Simple and Compound Sentences Commas in Letters Spelling Patterns Compare formal and informal uses of English		2 Analysis: Opinion: 2 Narrative: How to: Friendly Letter:
Research Tasks		
Students will complete one research task each 2 nd , 3 rd , and 4 th nine weeks. Research tasks are deeply connected to and grounded in the complex texts and writing that is taught this nine weeks.		

Technology Expectations – Course Duration

- [RL.2.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- [RI.2.5](#) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- [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.
- [SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Reading Standards for Literature

- [RL.2.1](#) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- [RL.2.2](#) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- [RL.2.3](#) **Describe how characters in a story respond to major events and challenges.**
- [RL.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- [RL.2.6](#) **Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**
- [RL.2.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- [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.

Reading Standards for Informational Text

- [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.2.2](#) **Identify the main topic of a multi-paragraph 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 (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- [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 (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- [RI.2.8](#) **Describe how reasons support specific points the author makes in a text.**
- [RI.2.9](#) Compare and contrast the most important points presented by two texts on the same topic.
- [RI.2.10](#) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards Foundational Skills

- [RF.2.3a](#) Distinguish long and short vowels when reading regularly spelled one-syllable words.
- [RF.2.3b](#) Know spelling-sound correspondences for additional common vowel teams.
- [RF.2.3c](#) Decode regularly spelled two-syllable words with long vowels
- [RF.2.3e](#) **Identify words with inconsistent but common spelling-sound correspondences.**
- [RF.2.3f](#) Recognize and read grade-appropriate irregularly spelled words
- [RF.2.4a](#) **Read grade-level text with purpose and understanding.**
- [RF.2.4b](#) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- [RF.2.4c](#) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

- [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.
- [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.

- [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.2.6](#) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [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).
- [W.2.8](#) 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).

Speaking and Listening Standards

- [SL.2.1a](#) 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).
- [SL.2.1b](#) **Build on others' talk in conversations by linking their comments to the remarks of others.**
- [SL.2.1c](#) 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 other media.**
- [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.
- [SL.2.4](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- [SL.2.5](#) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- [SL.2.6](#) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)

Language Standards

- [L.2.1a](#) Use collective nouns (e.g., *group*)
- [L.2.1b](#) Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- [L.2.1f](#) **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.2.2a](#) Capitalize holidays, product names, and geographic names.
- [L.2.2b](#) **Use commas in greetings and closings of letters.**
- [L.2.2c](#) Use an apostrophe to form contractions and frequently occurring possessives.
- [L.2.2d](#) **Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).**
- [L.2.2e](#) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- [L.2.3a](#) **Compare formal and informal uses of English.**
- [L.2.4a](#) Use sentence-level context as a clue to the meaning of a word or phrase.
- [L.2.4b](#) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- [L.2.4c](#) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- [L.2.4e](#) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- [L.2.5a](#) Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- [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*).