

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

2.1.R.1 Students will actively listen and speak using appropriate discussion rules.

2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.

2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

2.1.R.4 Students will restate and follow multi-step directions.

Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.

Standard 2: Reading Foundations/Reading and Writing Process

Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.

Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

2.2.PWS.1	<p>Students will decode one- and two- syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> ● single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat]) ● consonant blends (e.g., bl, br, cr) ● consonant digraphs and trigraphs (e.g., sh-, -tch) ● vowel sounds: <ul style="list-style-type: none"> ○ long ○ short ○ "r" controlled vowels (e.g., ar, er, ir or, ur) ● vowel spelling patterns: <ul style="list-style-type: none"> ○ vowel digraphs (e.g., ea, oa, ee) ○ vowel-consonant-silent-e (e.g., lake) ○ vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)
2.2.PWS.2	<p>Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> ● all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) ● inflectional endings (e.g., -s, -ed, -ing) ● compound words ● contractions ● abbreviations ● common roots and related prefixes and suffixes
2.2.PWS.3	<p>Students will read words in common word families (e.g., -ight, -ink, -ine, ow).</p>

Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.

Fluency

Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.

2.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

2.2.R.1 Students will locate the main idea and supporting details of a text.

2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.

2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

2.2.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.

2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.

2.2.W.3 Students will correctly spell grade-appropriate words while editing.

2.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).

2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.

2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:

- setting (i.e., time, place)
- plot
- characters
- characterization

2.3.R.4 Students will find examples of literary devices:

- simile
- metaphor

2.3.R.5 Students will locate facts that are clearly stated in a text.

2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

2.3.W.1 **NARRATIVE**

Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.

2.3.W.2 **INFORMATIVE**

Students will write facts about a subject and include a main idea with supporting details.

2.3.W.3 **OPINION**

Students will express an opinion about a topic and provide reasons as support.

6.3.R.7 Students will ask and answer inferential questions (e.g., how and why) using the text to support answers with guidance and support.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

2.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

2.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.

2.4.R.3 Students will use context clues to determine the meaning of words with guidance and support.

2.4.R.4 Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.

2.4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.

2.4.W.2 Students will select appropriate language according to purpose in writing.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.

2.5.R.2 Students will recognize different types and tenses of verbs.

2.5.R.3 Students will recognize adjectives.

2.5.R.4 Students will recognize prepositions.

2.5.R.5 Students will recognize the subject and predicate of a sentence.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

2.5.W.1 Students will capitalize and appropriately punctuate:

- the first letter of a quotation
- holidays
- product names
- initials
- months and days of the week

2.5.W.2 Students will use simple contractions (e.g., isn't, aren't, can't).

2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

2.6.R.1 Students will create their own questions to find information on their topic.

2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.

2.6.R.3 Students will consult various visual and text reference sources to gather information.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.

2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.

2.6.W.3 Students will organize and present their information in written and/or oral reports or display.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

2.7.R.1 Students will locate and use print and digital resources with guidance and support.

2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.

2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).