

Language Arts Calendar

Grade 2

Weeks 1-3	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
Priority Indicators---- addressed and assessed				
	<p>2.RF.3a Distinguish long and short vowels when reading regularly spelled one syllable words (consonant digraphs)</p> <p>2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>	<p>2.RI.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>2.L.5a Identify real life connections between words and their use</p>	<p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question</p> <p>2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing</p>
Supporting Indicators---- addressed (not necessarily assessed)				
		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.5 Know and use various text features (e.g. captions, bold print,</p>		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject</p>

		<p>subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or</p>
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				<p>information presented orally or through other media</p> <p>2.SL.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</p>
Review and Maintenance---				
Week				

Language Arts Calendar

Grade 2

Weeks 4-6	Phonemic	Comprehension/Fluency	Vocabulary	Language/Writing
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Awareness/Phonics				
Priority Indicators---- addressed and assessed				
2.RF.3b Know spelling-sound correspondences for additional common vowel teams 2.RF.3f Recognize and read grade appropriate irregularly spelled words	2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud 2.RI.7 Explain how specific images contribute to and clarify a text 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot 2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings	2.L.5a Identify real life connections between words and their use	2.W.3 Write narratives in which they recount a well-elaborated event or a short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing	
Supporting Indicators---- addressed (not necessarily assessed)				
	2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.5 Know and use various text	2.L.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)	2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to	

		<p>features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a</p>
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				text read aloud or information presented orally or through other media 2.SL.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
Review and Maintenance---				
Week	2.RF.3a, 2.RF.3f			
Weeks				
Week				
Week				

Language Arts Calendar

Grade 2

Weeks 7-9	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators---- addressed and assessed			
	2.RF.3b Know spelling sound correspondences for additional common vowel teams 2.RF.3d Decode words with common prefixes	2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic 2.RF.4b Read on level text orally with accuracy, appropriate rate, and	2.L.5a Identify real life connections between words and their use	2.W.3 Write narratives in which they recount a well-elaborated event or a short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (telling

	<p>and suffixes 2.RF.3e Identify words with inconsistent but common spelling sound correspondences 2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>	<p>expression on successive readings</p>		<p>more) 2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing</p>
<p>Supporting Indicators---- addressed (not necessarily assessed)</p>				
	<p>2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (birdhouse, lighthouse, housefly)</p>	<p>2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.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 2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases 2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger</p>		<p>2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.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 2.L.4e Use glossaries and beginning dictionaries, both print and digital, to</p>

		<p>groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p> <p>2.SL.4 Tell a story or</p>
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				recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences 2.SL.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 2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
Review and Maintenance---				
Week	2.RF.3a, 2.RF.3f			
Weeks				

Language Arts Calendar

Grade 2

Weeks 10-12	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators---- addressed and assessed			
	2.RF.3e Identify words with	2.RL.2 Recount stories, including fables and folktales from diverse	2.L.5a Identify real life	2.W.3 Write narratives in

	<p>inconsistent but common spelling sound correspondences 2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>	<p>cultures, and determine their central message, lesson, or moral 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot 2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings 2.RL.4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song</p>	<p>connections between words and their use</p>	<p>which they recount a well-elaborated event or a short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (telling more/fiction) 2.L.2a Capitalize holidays, product names, and geographic names 2.L.2c Use an apostrophe to form contractions and frequently occurring possessives</p>
	<p>Supporting Indicators---- addressed (not necessarily assessed)</p>			
		<p>2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.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 2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>		<p>2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.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</p>

		<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>efficiently</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional</p>
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				information, or deepen understanding of a topic or issue
Review and Maintenance---				
Week	2.RF.3b, d, e, f			
Weeks				
Week				

Language Arts Calendar

Grade 2

Weeks 13-15	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators---- addressed and assessed			
	<p>2.RF.3b Know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3d Decode words with common prefixes and suffixes</p> <p>2.RF.3e Identify words with inconsistent but common spelling sound correspondences</p> <p>2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>	<p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text</p> <p>2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p>2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>2.L.5a Identify real life connections between words and their use</p>	<p>2.W.3 Write narratives in which they recount a well-elaborated event or a short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure (telling more/fiction)</p> <p>2.L.2a Capitalize holidays, product names, and geographic names</p> <p>2.L.2c Use an apostrophe to form contractions and frequently occurring possessives</p>

	Supporting Indicators---- addressed (not necessarily assessed)	
		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under</p>
		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to</p>

		<p>discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>
Review and Maintenance---				
Week	2.RF.3e,f			
Weeks				
Week				
Week				

Language Arts Calendar

Grade 2

Weeks 16-18	Phonemic	Comprehension/Fluency	Vocabulary	Language/Writing
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Awareness/Phonics				
Priority Indicators---- addressed and assessed				
	<p>2.RF.3b Know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3c Decode regularly spelled two syllable words with long vowels</p> <p>2.RF.3d Decode words with common prefixes and suffixes</p> <p>2.RF.3e Identify words with inconsistent but common spelling sound correspondences</p> <p>2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>	<p>2.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading is necessary</p> <p>2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p> <p>2.RL.3 Describe how characters in a story respond to major events and challenges</p> <p>2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>2.L.5a Identify real life connections between words and their use</p>	<p>2.L.2b Use commas in greetings and closings of letters</p>
Supporting Indicators---- addressed (not necessarily assessed)				
		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p>		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of</p>

		<p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen</p>		<p>specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification</p>
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		<p>understanding of a topic or issue</p>		<p>and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p> <p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>2.SL.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</p> <p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>
Review and Maintenance---				
Week	2.RF.3b,d,e,f			

Weeks				
Week				
Week				

Language Arts Calendar

Grade 2

Weeks 19-21	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators---- addressed and assessed			
	2.RF.3b Know spelling sound correspondences for additional common vowel teams 2.RF.3c Decode regularly spelled two syllable words with long vowels	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot 2.RF.4a Read on level text with purpose and understanding 2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings	2.L.5a Identify real life connections between words and their use	2.L.2b Use commas in greetings and closings of letters 2.L.2e Consult reference materials including beginning dictionaries as needed to check and correct spellings 2.L.2d Generalize learned spelling patterns when

	<p>2.RF.3e Identify words with inconsistent but common spelling sound correspondences</p> <p>2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>			<p>writing words</p> <p>2.L.1a Use collective nouns (e.g. group)</p> <p>2.L.1.d Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)</p>
<p>Supporting Indicators---- addressed (not necessarily assessed)</p>				
		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p>		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the</p>

		<p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>
Review and Maintenance---				

Week	2.RF.3b,c,d,e,f			
Weeks				
Week				
Week				

Language Arts Calendar

Grade 2

Weeks 22-24	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators---- addressed and assessed			
	<p>2.RF.3b Know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3c Decode regularly spelled two syllable words</p>	<p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic</p> <p>2.RL.9 Compare and contrast two or more versions of the same story by different authors or from different cultures</p> <p>2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>2.L.5a Identify real life connections between words and their use</p>	<p>2.W.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</p> <p>2.W.7 Participate in shared research and writing</p>

	<p>with long vowels 2.RF.3d Decode words with common prefixes and suffixes 2.RF.3e Identify words with inconsistent but common spelling sound correspondences 2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>			<p>projects (e.g. read a number of books on single topic to produce a report; and record science observations). 2.L.1b Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish) 2.L.1c Use reflexive pronouns (e.g. myself, ourselves)</p>
<p>Supporting Indicators---- addressed (not necessarily assessed)</p>				
		<p>2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.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 2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>		<p>2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.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</p>

		<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>efficiently</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional</p>
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				information, or deepen understanding of a topic or issue
Review and Maintenance---				
Week	2.RF.3b,c,e,f			
Weeks				
Week				
Week				

Weeks 25-27	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
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	Priority Indicators---- addressed and assessed			
	<p>2.RF.3b Know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3c Decode regularly spelled two syllable words with long vowels</p> <p>2.RF.3d Decode words with common prefixes and suffixes</p> <p>2.RF.3e Identify words with inconsistent but common spelling sound correspondences</p> <p>2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>	<p>2.RI.8 Describe how reasons support specific points the author makes in a text</p> <p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic</p> <p>2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>2.L.5a Identify real life connections between words and their use</p>	<p>2.W.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</p> <p>2.W.7 Participate in shared research and writing projects (e.g. read a number of books on single topic to produce a report; and record science observations).</p> <p>2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified</p>
	Supporting Indicators---- addressed (not necessarily assessed)			
		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or</p>		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the</p>

		<p>subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p>
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2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

2.SL.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

2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

2.SL.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

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Review and Maintenance---

Week	2.RF.3b,c,d,e,f			
Weeks				
Week				

Week				
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Language Arts Calendar

Grade 2

Weeks 28-30	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators---- addressed and assessed			
	2.RF.3b Know spelling sound correspondences for additional common vowel teams 2.RF.3c Decode regularly spelled two syllable words with long vowels 2.RF.3d Decode	2.RI.6 Identify the main purpose of a text, including what the author wants to explain, answer or describe 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot 2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings	2.L.5a Identify real life connections between words and their use	2.W.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 - book review

	<p>words with common prefixes and suffixes 2.RF.3e Identify words with inconsistent but common spelling sound correspondences 2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>			
<p>Supporting Indicators---- addressed (not necessarily assessed)</p>				
		<p>2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.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 2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases 2.SL.1 Participate in collaborative conversations with diverse partners</p>		<p>2.RF.4a Read on level text with purpose and understanding 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts 2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area 2.RI.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 2.L.4e Use glossaries and</p>

		<p>about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>
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				issue
Review and Maintenance---				
Week	2.RF.3b,c,d,e,f			
Week				
Week				
Week				

Language Arts Calendar

Grade 2

Weeks 31-33	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
	Priority Indicators---- addressed and assessed			
	<p>2.RF.3b Know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3c Decode regularly spelled two syllable words with long vowels</p> <p>2.RF.3d Decode words with common prefixes and suffixes</p> <p>2.RF.3e Identify words with inconsistent but common spelling sound correspondences</p> <p>2.RF.3f Recognize</p>	<p>2.RL.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</p> <p>2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>2.L.5a Identify real life connections between words and their use</p>	<p>2.W.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 - book review</p> <p>Explore poetry</p>

	and read grade appropriate irregularly spelled words			
	Supporting Indicators---- addressed (not necessarily assessed)			
		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in</p>		<p>2.RF.4a Read on level text with purpose and understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in</p>

		<p>conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>		<p>small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p>
Review and Maintenance---				
Week	2.RF.3b,c,d,e,f			
Week				
Week				

Language Arts Calendar

Grade 2

Weeks 34-36	Phonemic Awareness/Phonics	Comprehension/Fluency	Vocabulary	Language/Writing
Priority Indicators---- addressed and assessed				
	<p>2.RF.3b Know spelling sound correspondences for additional common vowel teams</p> <p>2.RF.3c Decode regularly spelled two syllable words with long vowels</p> <p>2.RF.3d Decode words with common prefixes and suffixes</p> <p>2.RF.3e Identify words with inconsistent but common spelling sound correspondences</p> <p>2.RF.3f Recognize and read grade appropriate irregularly spelled words</p>	<p>2.RL.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</p> <p>2.RF.4b Read on level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p>2.L.5a Identify real life connections between words and their use</p>	<p>Explore poetry</p>
Supporting Indicators---- addressed (not necessarily assessed)				
		<p>2.RF.4a Read on level text with purpose and understanding</p>		<p>2.RF.4a Read on level text with purpose and</p>

		<p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p>		<p>understanding</p> <p>2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the texts</p> <p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area</p> <p>2.RI.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</p> <p>2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups</p> <p>2.SL.1a Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion)</p> <p>2.SL.1b Build on others talk</p>
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		<p>2.SL.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</p>		<p>in conversations by linking their comments to the remarks of others</p> <p>2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion</p> <p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>2.SL.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</p> <p>2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>2.SL.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</p> <p>2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or</p>
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				clarification
Review and Maintenance---				
Week				