

CPSD ELA: Grade 2 Curriculum

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Reading (Literature) RL.2.1 RL.2.2 RL.2.3 RL.2.4 RL.2.5 RL.2.6 RL.2.7 RL.2.9</p> <p>Reading Foundations RF.2.1 RF.2.2 RF.2.3 RF.2.4</p> <p>Writing W.2.8 W.2.10</p> <p>Speaking and Listening SL.2.1 SL.2.2 SL.2.3 SL.2.6</p> <p>Language L.2.1 L.2.3 L.2.4</p>	<p>Reading (Information) RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9</p> <p>Reading Foundations RF.2.1 RF.2.2 RF.2.3 RF.2.4</p> <p>Writing W.2.2 W.2.5 W.2.7 W.2.8 W.2.10</p> <p>Speaking and Listening SL.2.1 SL.2.2 SL.2.3 SL.2.6</p> <p>Language L.2.1 L.2.2 L.2.3 L.2.4</p>	<p>Reading (Information & Literature) RL.2.1 RI.2.1 RL.2.2 RI.2.5 RI.2.6</p> <p>Reading Foundations RF.2.1 RF.2.2 RF.2.3 RF.2.4</p> <p>Writing W.2.1 W.2.5 W.2.8 W.2.10</p> <p>Speaking and Listening SL.2.1 SL.2.2 SL.2.3 SL.2.6</p> <p>Language L.2.1 L.2.2 L.2.3 L.2.4 L.2.5</p>	<p>Reading (Information & Literature) RL.2.1 RI.2.1 RL.2.2 RI.2.5 RI.2.6 RL.2.10 RI.2.10</p> <p>Reading Foundations RF.2.1 RF.2.2 RF.2.3 RF.2.4</p> <p>Writing W.2.3 W.2.5 W.2.6 W.2.8 W.2.10</p> <p>Speaking and Listening SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6</p> <p>Language L.2.1 L.2.2 L.2.3 L.2.4</p>

*** Power standards highlighted in yellow.

ELA	Reading: Narrative Texts	Writing: Sentences	Grade Level	2	Dates	Quarter 1
CPSD Power Standards and Learning Indicators						
Reading						
<ul style="list-style-type: none"> ● RL.2.1 Ask and answer questions (who, what, when, where, why, and how) to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> ○ I can answer questions about what I read. ○ I can ask questions about what I read to deepen my understanding. ● RL.2.2 Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral. <ul style="list-style-type: none"> ○ I can recount a story in the correct order. ○ I can determine the central message, lesson, or moral of a story. ● RF.2.1 Demonstrate understanding of the organization and basic features of print: (A) Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph. <ul style="list-style-type: none"> ○ I can explain what a paragraph is. ○ I can locate when a new paragraph begins. ● RF.2.2 Demonstrate understanding of spoken words, syllables, and phonemes. <ul style="list-style-type: none"> ○ I can <u>manipulate</u> sounds and syllables in various places within spoken words. (segment, blend, delete, add, substitute) ● RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ I can use what I know about letters and sounds, word parts, and syllables to read and spell words. ○ I can read irregular words. ● RF.2.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ I can use close reading strategies to read and understand texts. ○ I can read accurately and fluently to help me understand what I read. 						
Language						
<ul style="list-style-type: none"> ● L.2.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking. <ul style="list-style-type: none"> ○ I can use sentence patterns to write complete simple sentences correctly. <ul style="list-style-type: none"> ■ I can identify the subject and predicate of a sentence. ■ I can identify what pattern a sentence follows. ○ I can identify and use helping verbs. ○ I can explain the difference in past, present, and future tense verbs and use them correctly in my speaking and writing. ○ I can make sure subjects and verbs match in sentences. (<i>including those with compound subjects and collective nouns</i>) <ul style="list-style-type: none"> ■ I can determine if my subject is singular or plural. ● L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a range of effective strategies. <ul style="list-style-type: none"> ○ I can determine the meaning of an unknown word. (include using prefixes, known root words, parts of compound words, etc.) ○ I can determine the correct meaning of a multiple-meaning word. 						
Writing						
<ul style="list-style-type: none"> ● W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences <ul style="list-style-type: none"> ○ I can write for different purposes and audiences. 						

Additional Arkansas Standards

- 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.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character.
- 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.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1 Participate in collaborative conversations/discussions with diverse partners about topics/texts with peers and adults in small and larger groups.
- SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.
- SL.2.3 Ask and answer questions about what a speaker says to clarify comprehension or deepen understanding of a topic or issue.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.

ELA	Reading: Informational Texts	Writing: Informational/Explanatory Texts	Grade Level	2	Dates	Quarter 2
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CPSD Power Standards and Learning Indicators

Reading

- RI.2.1 Ask and answer questions (who, what, when, where, why, and how) to demonstrate understanding of key details in a text.
 - I can answer questions about what I read.
 - I can ask questions about what I read to deepen my understanding.
- 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.
 - I can use text features to find information quickly.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
 - I can determine the author's purpose of a text.
- RF.2.1 Demonstrate understanding of the organization and basic features of print: (A) Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
 - I can explain what a paragraph is.
 - I can locate when a new paragraph begins.
- RF.2.2 Demonstrate understanding of spoken words, syllables, and phonemes.
 - I can manipulate sounds and syllables in various places within spoken words. (segment, blend, delete, add, substitute)
- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - I can use what I know about letters and sounds, word parts, and syllables to read and spell words.
 - I can read irregular words.
- RF.2.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.
 - I can use close reading strategies to read and understand texts.
 - I can read accurately and fluently to help me understand what I read.

Language

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking.
 - I can use sentence patterns to write complete simple sentences correctly.
 - I can identify the subject and predicate of a sentence.
 - I can identify what pattern a sentence follows.
 - I can identify and use words that show ownership.
 - I can identify and use adjectives that describe nouns and pronouns.
 - I can identify and use helping verbs.
 - I can explain the difference in past, present, and future tense verbs and use them correctly in my speaking and writing.
 - I can make sure subjects and verbs match in sentences. (*including those with compound subjects and collective nouns*)
 - I can determine if my subject is singular or plural.
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.
 - I can use apostrophes to write contractions.
 - I can use apostrophes to show ownership.
 - I can use abbreviations in my writing.
 - I can spell plural nouns correctly.
- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly

from a range of effective strategies.

- I can determine the meaning of an unknown word. (strategies include using prefixes, known root words, parts of compound words, etc.)
- I can determine the correct meaning of a multiple-meaning word.

Writing

- W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
 - I can write for a different purposes and audiences.
 - I can write to share information.

Additional Arkansas Standards

- RI.2.2 Identify the main topic of a multiparagraph 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.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
- 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 an author uses reasons to support particular points in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- W.2.2 Write informative/explanatory texts to introduce a topic, use facts/definitions to develop points, and provide a concluding statement or section.
- W.2.2C Use linking words and phrases (also, another, and more, but) to connect ideas within categories of information.
- 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.2.7 Participate in shared research/writing (e.g. read various print/digital sources on a topic to produce a report, record science observations, etc).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1 Participate in collaborative conversations/discussions with diverse partners about topics/texts with peers and adults in small and larger groups.
- SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.
- SL.2.3 Ask and answer questions about what a speaker says to gather additional information or clarify/deepen understanding of a topic or issue.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.

ELA	Reading: Literary and Informational Texts	Writing: Opinion	Grade Level	2	Dates	Quarter 3
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CPSD Power Standards and Learning Indicators

Reading

- RL.2.1 Ask and answer questions (who, what, when, where, why, and how) to demonstrate understanding of key details in a text.
 - I can answer questions about what I read.
 - I can ask questions about what I read to deepen my understanding.
- RL.2.2 Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral
 - I can recount a story in the correct order.
 - I can determine the central message, lesson, or moral of a story.
- RI.2.1 Ask and answer questions (who, what, when, where, why, and how) to demonstrate understanding of key details in a text.
 - I can answer questions about what I read.
 - I can ask questions about what I read to deepen my understanding.
- 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.
 - I can use text features to find information quickly.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
 - I can determine the author's purpose of a text.
- RF.2.1 Demonstrate understanding of the organization and basic features of print: (A) Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
 - I can explain what a paragraph is.
 - I can locate when a new paragraph begins.
- RF.2.2 Demonstrate understanding of spoken words, syllables, and phonemes.
 - I can manipulate sounds and syllables in various places within spoken words. (segment, blend, delete, add, substitute)
- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - I can use what I know about letters and sounds, word parts, and syllables to read and spell words.
 - I can read irregular words.
- RF.2.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.
 - I can use close reading strategies to read and understand texts.
 - I can read accurately and fluently to help me understand what I read.

Language

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking.
 - I can use sentence patterns to write complete simple sentences correctly.
 - I can identify the subject and predicate of a sentence.
 - I can identify what pattern a sentence follows.
 - I can identify and use words that show ownership.
 - I can identify and use adjectives that describe nouns and pronouns.
 - I can identify and use helping verbs.
 - I can explain the difference in common and proper nouns.
 - I can explain the difference in past, present, and future tense verbs and use them correctly in my speaking and writing.

- I can make sure subjects and verbs match in sentences. *(including those with compound subjects and collective nouns)*
 - I can determine if my subject is singular or plural.
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.
 - I can use commas to separate single items in a series.
 - I can use commas to separate a city and state.
 - I can use apostrophes to write contractions.
 - I can use apostrophes to show ownership.
 - I can spell plural nouns correctly.
- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a range of effective strategies.
 - I can determine the meaning of an unknown word. (include using prefixes, known root words, parts of compound words, etc.)
 - I can determine the correct meaning of a multiple-meaning word.

Writing

- W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
 - I can write for a different purposes and audiences.
 - I can write to share my opinion.

Additional Arkansas 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.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1 Participate in collaborative conversations/discussions with diverse partners about topics/texts with peers and adults in small and larger groups.
- SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.
- SL.2.3 Ask and answer questions about what a speaker says to gather additional information or clarify/deepen understanding of a topic or issue.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

ELA	Reading: Literary and Informational Texts	Writing: Narrative	Grade Level	2	Dates	Quarter 4
CPSD Power Standards and Learning Indicators						
Reading						
<ul style="list-style-type: none"> ● RL.2.1 Ask and answer questions (who, what, when, where, why, and how) to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> ○ I can answer questions about what I read. ○ I can ask questions about what I read to deepen my understanding. ● RL.2.2 Recount stories, including fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral <ul style="list-style-type: none"> ○ I can recount a story in the correct order. ○ I can determine the central message, lesson, or moral of a story. ● RI.2.1 Ask and answer questions (who, what, when, where, why, and how) to demonstrate understanding of key details in a text. <ul style="list-style-type: none"> ○ I can answer questions about what I read. ○ I can ask questions about what I read to deepen my understanding. ● 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. <ul style="list-style-type: none"> ○ I can use text features to find information quickly. ● RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <ul style="list-style-type: none"> ○ I can determine the author’s purpose of a text. ● RF.2.1 Demonstrate understanding of the organization and basic features of print: (A) Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph. <ul style="list-style-type: none"> ○ I can explain what a paragraph is. ○ I can locate when a new paragraph begins. ● RF.2.2 Demonstrate understanding of spoken words, syllables, and phonemes. <ul style="list-style-type: none"> ○ I can <u>manipulate</u> sounds and syllables in various places within spoken words. (segment, blend, delete, add, substitute) ● RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ I can use what I know about letters and sounds, word parts, and syllables to read and spell words. ○ I can read irregular words. ● RF.2.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ I can use close reading strategies to read and understand texts. ○ I can read accurately and fluently to help me understand what I read. 						
Language						
<ul style="list-style-type: none"> ● L.2.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 2 when writing or speaking. <ul style="list-style-type: none"> ○ I can use sentence patterns to write complete simple sentences correctly. <ul style="list-style-type: none"> ■ I can identify the subject and predicate of a sentence. ■ I can identify what pattern a sentence follows. ○ I can identify and use words that show ownership. ○ I can identify and use adjectives that describe nouns and pronouns. ○ I can identify and use helping verbs. ○ I can explain the difference in common and proper nouns. ○ I can explain the difference in past, present, and future tense verbs and use them correctly in my speaking and writing. 						

- I can make sure subjects and verbs match in sentences. *(including those with compound subjects and collective nouns)*
 - I can determine if my subject is singular or plural.
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 2 when writing.
 - I can capitalize proper nouns. *(including proper names of people and places, months, days of the week, holidays, and product names)*
 - I can use commas to separate single items in a series.
 - I can use commas to separate a city and state.
 - I can use apostrophes to write contractions.
 - I can use apostrophes to show ownership.
 - I can use abbreviations in my writing.
 - I can spell plural nouns correctly.
- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a range of effective strategies.
 - I can determine the meaning of an unknown word. *(include using prefixes, known root words, parts of compound words, etc.)*
 - I can determine the correct meaning of a multiple-meaning word.

Writing

- W.2.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - I can write for a different purposes and audiences.
 - I can write to share a story.

Additional Arkansas Standards

- 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.
- RI.2.10 By the end of the 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.
- W.2.3 Write narratives in which they recount a well-elaborated event or 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.
- 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 some writing, including in collaboration with peers.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1 Participate in collaborative conversations/discussions with diverse partners about topics/texts with peers and adults in small and larger groups.
- SL.2.2 Recount or describe key ideas or details from a text read aloud, information presented orally, or through other media.
- SL.2.3 Ask and answer questions about what a speaker says to gather additional information or clarify/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.
- L.2.3 Use knowledge of language and its conventions as appropriate for Grade 2 when writing, speaking, reading, or listening.