

Main Criteria: Classroom Supplement Units Grade 2
Secondary Criteria: South Carolina Academic Standards
Subject: Language Arts
Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

South Carolina Academic Standards
Language Arts
Grade 2 - Adopted: 2015

STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.1.1.	Ask self-generated questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.1.	Read grade-level texts with purpose and understanding.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	2.RL.MC.6.1.	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.2.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL	2.RL.LCS	Use general academic and domain-specific words and phrases acquired through talk

EXAMPLE / STAGE	.10.6.	and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS .12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .12.1.	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 1.	Read grade-level texts with purpose and understanding.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.LCS. 9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS. 9.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS. 9.2.	Determine the meaning of a newly formed word when a known affix is added to the word.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS. 9.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS. 9.5.	Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL	2.RI.RC.	Range and Complexity (RC)

QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.RC.1 2.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.1 2.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.1 2.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.1 .	Use collective nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.2 .	Form and use frequently occurring irregular plural nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.8 .	Produce, expand, and rearrange complete simple and compound sentences.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.3.	Generalize learned spelling patterns and word families.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.4 .	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.
STANDARD / COURSE	SC.2.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.C.MC.1 .	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1 .1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1 .2.	Apply the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1 .4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1 .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

South Carolina Academic Standards

Language Arts

Grade 2 - Adopted: 2015

STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.1.1.	Ask self-generated questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	2.RL.MC.6.1.	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.2.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.4.	Use the meanings of individual words to predict the meaning of compound words.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.6.	Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS .12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .12.1.	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.MC. 6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	2.RI.MC. 6.1.	Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.LCS. 9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS. 9.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS. 9.2.	Determine the meaning of a newly formed word when a known affix is added to the word.
GRADE LEVEL	2.RI.LCS.	Use a base word to determine the meaning of an unknown word with the same base.

EXAMPLE / STAGE	9.3.	
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.5.	Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.RC.1 2.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.1 2.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.1 2.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC. 2.1.	Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.1 .	Use collective nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.2 .	Form and use frequently occurring irregular plural nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.5 .	Use adjectives and adverbs, and choose between them depending on what is to be modified.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.8 .	Produce, expand, and rearrange complete simple and compound sentences.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.2.	Use:
INDICATOR	2.W.L.5.2. c.	Apostrophes to form contractions and singular possessive nouns.

STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.3.	Generalize learned spelling patterns and word families.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.4.	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.
STANDARD / COURSE	SC.2.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.C.MC.1.	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.2.	Apply the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Unit 2

South Carolina Academic Standards
Language Arts

Grade 2 - Adopted: 2015

STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.1.1.	Ask self-generated questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	2.RL.MC.6.1.	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.2.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.4.	Use the meanings of individual words to predict the meaning of compound words.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.6.	Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS.12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.12.1.	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.RC.13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC.13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC.13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS /	2.RI.P.	Principles of Reading (P)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.2.	Determine the meaning of a newly formed word when a known affix is added to the word.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.5.	Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC.2.1.	Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

GRADE LEVEL EXAMPLE / STAGE	2.W.MCC.3.1.	Explore multiple texts to write narratives that 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.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.1.	Use collective nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.2.	Form and use frequently occurring irregular plural nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.5.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.8.	Produce, expand, and rearrange complete simple and compound sentences.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.1.	Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.2.	Use:
INDICATOR	2.W.L.5.2.c.	Apostrophes to form contractions and singular possessive nouns.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.3.	Generalize learned spelling patterns and word families.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.4.	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.
STANDARD / COURSE	SC.2.W.	Writing (W)

KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	2.W.RC.6.1.	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
STANDARD / COURSE	SC.2.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.2.	Apply the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Unit 3

South Carolina Academic Standards

Language Arts

Grade 2 - Adopted: 2015

STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.1.1.	Ask self-generated questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS /	2.RL.MC.	Meaning and Context (MC)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	2.RL.MC.6.1.	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.2.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.4.	Use the meanings of individual words to predict the meaning of compound words.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.6.	Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS.12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.12.1.	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.RC.13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC.13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC.13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.2.	Determine the meaning of a newly formed word when a known affix is added to the word.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.3.	Use a base word to determine the meaning of an unknown word with the same base.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.RC.1.2.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.1.2.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.1.2.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC.3.1.	Explore multiple texts to write narratives that 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.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.1.	Use collective nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.5.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
GRADE LEVEL	2.W.L.4.8.	Produce, expand, and rearrange complete simple and compound sentences.

EXAMPLE / STAGE	.	
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.2.	Use:
INDICATOR	2.W.L.5.2.c.	Apostrophes to form contractions and singular possessive nouns.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.3.	Generalize learned spelling patterns and word families.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.4.	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.5.	Consult print and multimedia resources to check and correct spellings.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.RC.6.	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	2.W.RC.6.1.	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
STANDARD / COURSE	SC.2.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.C.MC.1.	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.2.	Apply the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Unit 4

South Carolina Academic Standards

Language Arts

Grade 2 - Adopted: 2015

STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.1.1.	Ask self-generated questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.3.1.	Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	2.RL.MC.6.1.	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.2.	Use context to determine the meaning of words and phrases.

GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.4.	Use the meanings of individual words to predict the meaning of compound words.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.6.	Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS .12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .12.1.	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.MC. 6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	2.RI.MC. 6.1.	Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS /	2.RI.LCS.	Language, Craft, and Structure (LCS)

ESSENTIAL QUESTION		
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.2.	Determine the meaning of a newly formed word when a known affix is added to the word.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.5.	Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC.2.1.	Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC.3.1.	Explore multiple texts to write narratives that 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.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.1.	Use collective nouns.

GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.2	Form and use frequently occurring irregular plural nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.5	Use adjectives and adverbs, and choose between them depending on what is to be modified.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.8	Produce, expand, and rearrange complete simple and compound sentences.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.2.	Use:
INDICATOR	2.W.L.5.2.c.	Apostrophes to form contractions and singular possessive nouns.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.3.	Generalize learned spelling patterns and word families.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.4	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	2.W.RC.6.1.	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
STANDARD / COURSE	SC.2.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and story-telling.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.2.	Apply the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL	2.C.MC.1	Participate in shared conversations with varied partners about focused grade level

EXAMPLE / STAGE	.4.	topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1 .5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Unit 5

South Carolina Academic Standards

Language Arts

Grade 2 - Adopted: 2015

STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.1.1.	Ask self-generated questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.3.1.	Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.MC. 6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	2.RL.MC. 6.1.	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS .9.	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL	2.RL.LCS	Explain how words, phrases, conventions, and illustrations communicate feelings,

EXAMPLE / STAGE	9.2.	appeal to the senses, influence the reader, and contribute to meaning.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS .10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.2.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.4.	Use the meanings of individual words to predict the meaning of compound words.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.6.	Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS .12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .12.1.	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.LCS.9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.2.	Determine the meaning of a newly formed word when a known affix is added to the word.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.3.	Use a base word to determine the meaning of an unknown word with the same base.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC.2.1.	Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC.3.1.	Explore multiple texts to write narratives that 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.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL	2.W.L.4.1	Use collective nouns.

EXAMPLE / STAGE	.	
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.5	Use adjectives and adverbs, and choose between them depending on what is to be modified.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.8	Produce, expand, and rearrange complete simple and compound sentences.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.2.	Use:
INDICATOR	2.W.L.5.2.c.	Apostrophes to form contractions and singular possessive nouns.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.3.	Generalize learned spelling patterns and word families.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.4	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	2.W.RC.6.1.	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
STANDARD / COURSE	SC.2.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.2.	Apply the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
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Unit 7

South Carolina Academic Standards

Language Arts

Grade 2 - Adopted: 2015

STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.1.1.	Ask self-generated questions that lead to group conversations, explorations, and investigations.
STANDARD / COURSE	SC.2.I.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.I.3.	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
PERFORMANCE DESCRIPTOR / STANDARD	2.I.3.1.	Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.P.4.2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.MC.6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	2.RL.MC.6.1.	Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS.10.1.	Use context to determine the meaning of words and phrases.

GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.2.	Use context to determine the meaning of words and phrases.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.3.	Use a base word to determine the meaning of an unknown word with the same base.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.4.	Use the meanings of individual words to predict the meaning of compound words.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .10.6.	Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.LCS .	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.LCS .12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	2.RL.LCS .12.1.	Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
STANDARD / COURSE	SC.2.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RL.RC. 13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RL.RC. 13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.P.	Principles of Reading (P)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.P.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 1.	Read grade-level texts with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.P.4. 2.	Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.LCS. 9.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS. 9.1.	Use context to determine the meaning of words and phrases.
GRADE LEVEL	2.RI.LCS.	Determine the meaning of a newly formed word when a known affix is added to the

EXAMPLE / STAGE	9.2.	word.
GRADE LEVEL EXAMPLE / STAGE	2.RI.LCS.9.3.	Use a base word to determine the meaning of an unknown word with the same base.
STANDARD / COURSE	SC.2.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.RI.RC.1 2.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.1 2.1.	Engage in whole and small group reading with purpose and understanding.
GRADE LEVEL EXAMPLE / STAGE	2.RI.RC.1 2.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC. 2.1.	Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.MCC. 3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	2.W.MCC. 3.1.	Explore multiple texts to write narratives that 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.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.4.	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.1 .	Use collective nouns.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.4.8 .	Produce, expand, and rearrange complete simple and compound sentences.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR /	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD		
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.2.	Use:
INDICATOR	2.W.L.5.2.c.	Apostrophes to form contractions and singular possessive nouns.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.3.	Generalize learned spelling patterns and word families.
GRADE LEVEL EXAMPLE / STAGE	2.W.L.5.4.	Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high frequency words.
STANDARD / COURSE	SC.2.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	2.W.RC.6.	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	2.W.RC.6.1.	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
STANDARD / COURSE	SC.2.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	2.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	2.C.MC.1.	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.1.	Explore and create meaning through conversation, drama, questioning, and storytelling.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.2.	Apply the skills of taking turns, listening to others, and speaking clearly.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.4.	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
GRADE LEVEL EXAMPLE / STAGE	2.C.MC.1.5.	Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.