Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Washington DC Academic Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

Washington DC Academic Standards

Language Arts

Language Arts		
Grade 2 - Adopted: 2010		
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SKILL

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / STRAND /		Reading Standards for Informational Text Range of Reading and Level of Text Complexity
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	RI.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.RI.10.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.RI.10.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Washington DC Academic Standards

		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.2. RL.

DC.CC.2. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards

ST ANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD /	DC.CC.2. SL.	Speaking and Listening Standards
STRAND / DISCIPLINE	or.	

STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Washington DC Academic Standards

Language Arts		
		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.

CONTENT
STANDARD
STRAND /
DISCIPLINE

RL.

DC.CC.2. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
		Week 02: Pre-Writing, p. 41-47
		Washington DC Academic Standards
		Language Arts
		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature

DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD I ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / STRAND /		Reading Standards for Informational Text Range of Reading and Level of Text Complexity
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	RI.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.Rl.10.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.Rl.10.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards: Foundational Skills
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	2.RI.10. DC.CC.2. RF.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards: Foundational Skills Phonics and Word Recognition

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		

Washington DC Academic Standards

Language Arts

CONTENT DC.CC.2. **Reading Standards for Literature** STANDARD / RL. STRAND / DISCIPLINE STANDARD / Key Ideas and Details **ESSENTIAL SKILL** STUDENT 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central EXPECTATION / message, lesson, or moral. **ESSENTIAL** SKILL STUDENT 2.RL.3. Describe how characters in a story respond to major events and challenges. EXPECTATION / **ESSENTIAL** SKILL DC.CC.2. **Reading Standards for Literature** CONTENT STANDARD / RL. STRAND / DISCIPLINE

Integration of Knowledge and Ideas

STANDARD /

ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Fluency
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
	\	Week 04: Unit 1 Note Making and Outlines, p. 59-65
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		Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
ST ANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills

STANDARD /		
ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT	DC.CC.2.	Language Standards
STANDARD / STRAND / DISCIPLINE	L.	
STANDARD / STRAND /		Conventions of Standard English
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	L. 2.L.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	2.L.1. 2.L.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	2.L.1.d. 2.L.1.e. DC.CC.2.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified.

Washington DC Academic Standards

		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

Washington DC Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT	DC.CC.2.	Reading Standards for Informational Text
STANDARD / STRAND / DISCIPLINE	RI.	Reading Standards for informational Text
STANDARD / STRAND /		Key Ideas and Details
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	RI.	Key Ideas and Details Describe the connection between a series of historical events, scientific ideas or concepts, or
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.Rl.3.	Key Ideas and Details Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.Rl.3.	Key Ideas and Details Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Reading Standards for Informational Text

DC.CC.2. Reading Standards for Literature

CONTENT STANDARD /

RL.

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
		Week 07: Unit 2 Summarizing from Notes, p. 85-91
		Washington DC Academic Standards

Grade 2 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
SKILL		

Week 08: Unit 2 Summarizing from Notes, p.93-99

Washington DC Academic Standards

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / STRAND /		Reading Standards for Literature Integration of Knowledge and Ideas
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	RL.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.RL.7. DC.CC.2.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.RL.7. DC.CC.2.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.a. 2.SL.1.b.	

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
	١	Week 09: Unit 2 Summarizing from Notes, p.101-107
		Washington DC Academic Standards
		Language Arts
		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central

message, lesson, or moral.

EXPECTATION /

ESSENTIAL SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 10: Unit 2 Summarizing from Notes, p.109-115

Washington DC Academic Standards

		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 11: Unit 2 Summarizing from Notes, p.117-123

Washington DC Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / STRAND /		Reading Standards for Literature Integration of Knowledge and Ideas
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	RL.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.RL.7. DC.CC.2.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.RL.7. DC.CC.2.	Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 12: Unit 2 Summarizing from Notes, p.125-131

Washington DC Academic Standards

		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CONTENT
STANDARD
STRAND /
DISCIPLINE

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards

STUDENT 2.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. SKILL	STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
	EXPECTATION / ESSENTIAL	2.L.4.	

EXPECTATION 2.L.4.d.

Use knowledge of the meaning of individual words to predict the meaning of compound words $(e.g.,\,birdhouse,\,lighthouse,\,housefly;\,bookshelf,\,notebook,\,bookmark).$

STANDARD / L.
STRAND /
DISCIPLENT DISCIPLINE

DC.CC.2. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

Washington DC Academic Standards

		Language Arts
		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT		Demonstrate command of the conventions of standard English grammer and usage
EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
	W	/eek 14: Unit 3 Retelling Narrative Stories, p.145-151

Washington DC Academic Standards

Grade 2 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
ST ANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD I ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION I ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL 2.L.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Washington DC Academic Standards

Language Arts		
		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing

STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / STRAND /		Speaking and Listening Standards Comprehension and Collaboration
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	SL.	Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.SL.2. DC.CC.2.	Comprehension and Collaboration Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / STRAND / DISCIPLINE	2.L.4.c. DC.CC.2. L.	(0 .
CONTENT STANDARD / STRAND /	DC.CC.2.	addition, additional).

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Washington DC Academic Standards

Language Arts

Grade 2 - Adopted. 201

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION /	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ESSENTIAL SKILL		punctuation, and spenning when writing.
ESSENTIAL	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
ESSENTIAL SKILL	2.L.2.c. DC.CC.2. L.	
ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	DC.CC.2.	Use an apostrophe to form contractions and frequently occurring possessives.
ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	DC.CC.2.	Use an apostrophe to form contractions and frequently occurring possessives. Language Standards
ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	DC.CC.2. L.	Use an apostrophe to form contractions and frequently occurring possessives. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases
ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL	DC.CC.2. L.	Use an apostrophe to form contractions and frequently occurring possessives. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g.,
ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION CONTENT STANDARD / STRAND /	DC.CC.2. L. 2.L.4. DC.CC.2.	Use an apostrophe to form contractions and frequently occurring possessives. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Washington DC Academic Standards

Language Arts

Grade 2 - Adopted: 2010 **Reading Standards for Literature** CONTENT DC.CC.2. STANDARD / RL. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL** SKILL 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central STUDENT message, lesson, or moral. EXPECTATION / **ESSENTIAL** SKILL STUDENT 2.RL.3. Describe how characters in a story respond to major events and challenges. EXPECTATION / **ESSENTIAL** SKILL CONTENT DC.CC.2. **Reading Standards for Literature** STANDARD / RL. STRAND / DISCIPLINE STANDARD / Craft and Structure **ESSENTIAL SKILL** STUDENT 2.RL.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply EXPECTATION / rhythm and meaning in a story, poem, or song. **ESSENTIAL** SKILL

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Presentation of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL 2.L.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Washington DC Academic Standards

		Grade 2 - Adopted: 2010
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CONTENT
ST ANDARD
STRAND /
DISCIPLINE

DC.CC.2. Language Standards

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION I ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Washington DC Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. RL.

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL

Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CONTENT	
STANDARD /	
STRAND /	
DISCIPLINE	

EXPECTATION

2.L.2.d.

DC.CC.2. Speaking and Listening Standards SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

DC.CC.2. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 20: Unit 4 Summarizing a Reference, p. 195-201

Washington DC Academic Standards

		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT
STANDARD /
STRAND /
DISCIPLINE

SL.

DC.CC.2. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 21: Unit 4 Summarizing a Reference, p. 203-209

Washington DC Academic Standards

		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD I ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	ANDARD / SL. RAND /	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

2.L.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 22: Unit 4 Summarizing a Reference, p. 211-217

Washington DC Academic Standards

Language Arts		
Grade 2 - Adopted: 2010		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RF.	Reading Standards: Foundational Skills
STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Text Types and Purposes	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing	
STUDENT EXPECTATION / ESSENTIAL SKILL	CTATION / needed b	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards	
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards	
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.	
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.	

CONTENT	
STANDARD	I
STRAND /	
DISCIPLINE	

DC.CC.2. Speaking and Listening Standards SL.

STANDARD / Co ESSENTIAL SKILL		Comprehension and Collaboration	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Conventions of Standard English	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.	
CONTENT STANDARD / STRAND / DISCIPLINE	RD / L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Conventions of Standard English	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.	
CONTENT STANDARD / STRAND / DISCIPLINE	ARD / L.	Language Standards	
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use	
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
EXPECTATION	2.L.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	
EXPECTATION	2.L.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	

CONTENT
STANDARD /
STRAND /
DISCIPLINE

DC.CC.2. Language Standards L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 23: Unit 4 Summarizing a Reference, p. 219-225

Washington DC Academic Standards

Grade 2 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.

ONLL		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature

	STRAND / DISCIPLINE			
STANDARD / ESSENTIAL SKILL			Craft and Structure	
	STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	
	CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature	

STANDARD / ESSENTIAL SKILL	Integration of Knowledge and Ideas
SKILL	

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / STRAND /	DC.CC.2. SL.	Speaking and Listening Standards
DISCIPLINE		
ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STANDARD / ESSENTIAL	2.SL.1.	Comprehension and Collaboration Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	2.SL.1. 2.SL.1.a.	Participate in collaborative conversations with diverse partners about grade 2 topics
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL		Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	2.SL.1.a.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION	2.SL.1.a. 2.SL.1.b.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others.
STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL EXPECTATION EXPECTATION CONTENT STANDARD / STRAND /	2.SL.1.a. 2.SL.1.b. 2.SL.1.c. DC.CC.2.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.

STRAND / DISCIPLINE		
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / STRAND /		Language Standards Vocabulary Acquisition and Use

CONTENT

STANDARD /

L.

DC.CC.2. Language Standards

Week 24: Unit 4 Summarizing a Reference, p. 227-233

Washington DC Academic Standards

Language Arts

CONTENT DC.CC.2. Reading Standards for Literature STANDARD / RL. STRAND / **DISCIPLINE** STANDARD / **Key Ideas and Details ESSENTIAL SKILL** STUDENT 2.RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central EXPECTATION / message, lesson, or moral. **ESSENTIAL** SKILL STUDENT 2.RL.3. Describe how characters in a story respond to major events and challenges. EXPECTATION / **ESSENTIAL** SKILL CONTENT DC.CC.2. **Reading Standards for Literature** STANDARD / RL. STRAND / DISCIPLINE STANDARD / Craft and Structure **ESSENTIAL** SKILL

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD I ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration

STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	2.L.1.e. DC.CC.2. L.	Use adjectives and adverbs, and choose between them depending on what is to be modified. Language Standards
CONTENT STANDARD / STRAND /	DC.CC.2.	

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Washington DC Academic Standards

		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD I ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD I ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD I ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
ST ANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards

ST ANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

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Washington DC Academic Standards

		Language Arts
		Grade 2 - Adopted: 2010
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT ST ANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

STRAND / STRAND / DISCIPLINE	SL.	
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION I ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL		Vocabulary Acquisition and Use

DC.CC.2. Speaking and Listening Standards

CONTENT

SKILL

STANDARD /

SL.

STUDENT
EXPECTATION /
ESSENTIAL
SKILL

2.L.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Washington DC Academic Standards

Language Arts		
Grade 2 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature

ST ANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SKILL

CONTENT STANDARD / STRAND / DISCIPLINE	D L.
STANDARD /	

SKILL

STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / STRAND /		Vocabulary Acquisition and Use

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Washington DC Academic Standards

Grade 2 - Adopted: 2010		
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL	2.RL.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / STRAND /		Reading Standards for Literature Range of Reading and Level of Text Complexity
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	RL.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories and poetry, in the grades
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.RL.10.	Range of Reading and Level of Text Complexity 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.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.RL.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards for Informational Text

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.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.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT ST ANDARD / ST RAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
ST ANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Washington DC Academic Standards

Language Arts

CONTENT STANDARD / STRAND / DISCIPLINE

RL.

DC.CC.2. Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details

STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Text Types and Purposes
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge

STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

STUDENT EXPECTATION / ESSENTIAL SKILL 2.L.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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Washington DC Academic Standards

Language Arts		
Grade 2 - Adopted: 2010		
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Craft and Structure
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / ESSENTIAL SKILL		Key Ideas and Details
STUDENT EXPECTATION / ESSENTIAL SKILL	2.Rl.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RI.	Reading Standards for Informational Text
STANDARD / STRAND /		Reading Standards for Informational Text Range of Reading and Level of Text Complexity
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL		
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL	RI.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND /	2.Rl.10.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL SKILL STUDENT EXPECTATION / ESSENTIAL SKILL CONTENT STANDARD / STRAND / DISCIPLINE STANDARD / ESSENTIAL	2.Rl.10.	Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
STUDENT EXPECTATION / ESSENTIAL SKILL	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Conventions of Standard English

STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).