

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

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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. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards W.

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. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards

W.

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
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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 01: Pre-Writing, p. 33-39

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
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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. Reading Standards for Literature RL.

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. Reading Standards for Literature RL.

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. Reading Standards for Literature RL.

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. Reading Standards for Informational Text RI.

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. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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.
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EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
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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
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STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
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STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. RL.	Reading Standards for Literature
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STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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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 / 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. 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).
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. L.

Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

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

DC.CC.2. RL.

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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 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		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

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
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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 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.
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EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
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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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
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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).
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EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.2. RL.** **Reading Standards for Literature**

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.2. RI.** **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.2. RI.** **Reading Standards for Informational Text**

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.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
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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

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

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

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards: Foundational Skills

RF.

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.
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EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. W.	Writing Standards
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STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
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STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
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STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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.
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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

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
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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
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
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EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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.
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2.L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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Week 08: Unit 2 Summarizing from Notes, p.93-99

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

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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**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
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.2. L.** **Language Standards**

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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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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**

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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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.
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

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

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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**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 / 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

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. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards: Foundational Skills

RF.

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Speaking and Listening Standards

SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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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 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 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. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards: Foundational Skills

RF.

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / STRAND / DISCIPLINE

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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Language Standards

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

Week 14: Unit 3 Retelling Narrative Stories, p.145-151

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
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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. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards: Foundational Skills RF.

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

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

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

DC.CC.2. RL.

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. RL.

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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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.
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 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.
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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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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.
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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
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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
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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. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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 / 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).
CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use

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

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. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards: Foundational Skills

RF.

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
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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

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

DC.CC.2. RL.

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. RL.

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards: Foundational Skills

RF.

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Language Standards

L.

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. Language Standards

L.

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. Language Standards

L.

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Washington DC Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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. 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		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.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
L.**

Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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Week 20: Unit 4 Summarizing a Reference, p. 195-201

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

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.

**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2. Writing Standards
W.**

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2. Writing Standards
W.**

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2. Writing Standards
W.**

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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).
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

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

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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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).

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

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

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

DC.CC.2. RL.

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. RL.

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards: Foundational Skills

RF.

STANDARD / ESSENTIAL SKILL		Phonics and Word Recognition
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
W.**

Writing Standards

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
W.**

Writing Standards

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
W.**

Writing Standards

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
SL.**

Speaking and Listening Standards

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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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
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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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Week 23: Unit 4 Summarizing a Reference, p. 219-225

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

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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 / 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.
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CONTENT STANDARD / STRAND / DISCIPLINE **DC.CC.2. L.** **Language Standards**

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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Week 24: Unit 4 Summarizing a Reference, p. 227-233

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

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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. 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
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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 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

Washington DC Academic Standards

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**CONTENT
STANDARD /
STRAND /
DISCIPLINE**

**DC.CC.2.
RL.**

Reading Standards for Literature

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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 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. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE

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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. SL.	Speaking and Listening Standards
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STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Conventions of Standard English
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.CC.2. L.	Language Standards
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STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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Week 26: Unit 5 Writing from Pictures, p. 247-253

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 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.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. 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

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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Week 27: Unit 5 Writing from Pictures, p. 255-261

Washington DC Academic Standards

Language Arts

Grade 2 - Adopted: 2010

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

W.

STANDARD / ESSENTIAL SKILL		Production and Distribution of Writing
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards

W.

STANDARD / ESSENTIAL SKILL		Research to Build and Present Knowledge
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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).
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Speaking and Listening Standards

SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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).
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EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Speaking and Listening Standards

SL.

STANDARD / ESSENTIAL SKILL		Comprehension and Collaboration
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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.
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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).
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EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. L. Language Standards

STANDARD / ESSENTIAL SKILL		Vocabulary Acquisition and Use
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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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Week 28: Unit 5 Writing from Pictures, p. 263-269

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

DC.CC.2. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL		Craft and Structure
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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.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL		Integration of Knowledge and Ideas
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Literature RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text RI.

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 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.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 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.RI.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.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).
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. Reading Standards for Literature

RL.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Key Ideas and Details
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Reading Standards for Informational Text

RI.

STANDARD / ESSENTIAL SKILL		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards

W.

STANDARD / ESSENTIAL SKILL		Text Types and Purposes
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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.
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CONTENT STANDARD / STRAND / DISCIPLINE

DC.CC.2. Writing Standards

W.

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).