

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Maryland College and Career-Ready Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).

INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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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**STRAND /
TOPIC /
STANDARD**
Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**
Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**STRAND /
TOPIC /
STANDARD**
Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**
Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**
Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.2.1.	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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INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).
INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Foundational Skills Standards	

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE RF.2.3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

STRAND / TOPIC / STANDARD Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE SL.2.1.a. Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

OBJECTIVE SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

OBJECTIVE SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

STRAND / TOPIC / STANDARD Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

STRAND / TOPIC / STANDARD Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.

Week 02: Pre-Writing, p. 41-47

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
INDICATOR / PROFICIENCY LEVEL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / TOPIC / STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.2.1.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).
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

OBJECTIVE	L.2.4.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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 03: Introduction to Unit 1 Note Making and Outlines, 49-57

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR /
PROFICIENCY
LEVEL

RL.2.4.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /
PROFICIENCY
LEVEL

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Phonics and Word Recognition
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INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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OBJECTIVE RF.2.3.b. Know spelling-sound correspondences for additional common vowel teams.

**STRAND /
TOPIC /
STANDARD**

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE RF.2.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE SL.2.1.a. Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

OBJECTIVE SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

OBJECTIVE SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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.)

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Foundational Skills Standards	
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 05: Unit 1 Note Making and Outlines, p. 67-73

Maryland College and Career-Ready Standards**Language Arts**

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR /
PROFICIENCY
LEVEL

RL.2.3.

Describe how characters in a story respond to major events and challenges.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Foundational Skills Standards	
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / TOPIC / STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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OBJECTIVE	RF.2.3.d.	Decode words with common prefixes and suffixes.
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STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.2.5.	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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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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**Maryland College and Career-Ready Standards****Language Arts****Grade 2 - Adopted: 2022****STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards****TOPIC /
INDICATOR****Craft and Structure**INDICATOR /
PROFICIENCY
LEVEL

RL.2.4.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards****TOPIC /
INDICATOR****Integration of Knowledge and Ideas**INDICATOR /
PROFICIENCY
LEVEL

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards****TOPIC /
INDICATOR****Range of Reading and Level of Text Complexity**INDICATOR /
PROFICIENCY
LEVEL

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text****TOPIC /
INDICATOR****Key Ideas and Details**INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text****TOPIC /
INDICATOR****Range of Reading and Level of Text Complexity**INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Foundational Skills Standards****TOPIC /
INDICATOR****Phonics and Word Recognition**

INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

OBJECTIVE	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 08: Unit 2 Summarizing from Notes, p.93-99

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 09: Unit 2 Summarizing from Notes, p.101-107

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR /
PROFICIENCY
LEVEL

RL.2.4.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /
PROFICIENCY
LEVEL

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD**

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 10: Unit 2 Summarizing from Notes, p.109-115

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Phonics and Word Recognition
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INDICATOR /
PROFICIENCY
LEVEL

RF.2.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE

RF.2.3.b.

Know spelling-sound correspondences for additional common vowel teams.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR /
PROFICIENCY
LEVEL

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR /
PROFICIENCY
LEVEL

SL.2.1.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE

SL.2.1.a.

Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

OBJECTIVE

SL.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

OBJECTIVE

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR /
PROFICIENCY
LEVEL

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR /
PROFICIENCY
LEVEL

L.2.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE

L.2.1.e.

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /
PROFICIENCY
LEVEL

L.2.4.

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

OBJECTIVE

L.2.4.c.

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR /
PROFICIENCY
LEVEL

L.2.6.

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

Maryland College and Career-Ready Standards**Language Arts**

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Foundational Skills Standards	
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3.d.	Decode words with common prefixes and suffixes.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

OBJECTIVE L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

OBJECTIVE L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Foundational Skills Standards	
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
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OBJECTIVE	L.2.4.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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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD**

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE

RF.2.3.a.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

OBJECTIVE

RF.2.3.b.

Know spelling-sound correspondences for additional common vowel teams.

OBJECTIVE

RF.2.3.d.

Decode words with common prefixes and suffixes.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR /
PROFICIENCY
LEVEL

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE

SL.2.1.a.

Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 14: Unit 3 Retelling Narrative Stories, p.145-151

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Phonics and Word Recognition
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INDICATOR /
PROFICIENCY
LEVEL

RF.2.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE

RF.2.3.b.

Know spelling-sound correspondences for additional common vowel teams.

OBJECTIVE

RF.2.3.d.

Decode words with common prefixes and suffixes.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR /
PROFICIENCY
LEVEL

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR /
PROFICIENCY
LEVEL

SL.2.1.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE

SL.2.1.a.

Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

OBJECTIVE

SL.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English

INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
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OBJECTIVE	L.2.4.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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OBJECTIVE	L.2.4.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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STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 15: Unit 3 Retelling Narrative Stories, p. 153-159

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / TOPIC / STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3.d.	Decode words with common prefixes and suffixes.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).

STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

OBJECTIVE	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 16: Unit 3 Retelling Narrative Stories, p.161-167

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Foundational Skills Standards	
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3.d.	Decode words with common prefixes and suffixes.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.2.2.c. Use an apostrophe to form contractions and frequently occurring possessives.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

OBJECTIVE L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.

OBJECTIVE L.2.5.b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 17: Unit 3 Retelling Narrative Stories, p.169-175

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 18: Unit 3 Retelling Narrative Stories, p. 177-183

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Phonics and Word Recognition
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INDICATOR /
PROFICIENCY
LEVEL

RF.2.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE

RF.2.3.a.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

OBJECTIVE

RF.2.3.b.

Know spelling-sound correspondences for additional common vowel teams.

OBJECTIVE

RF.2.3.d.

Decode words with common prefixes and suffixes.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR /
PROFICIENCY
LEVEL

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
PROFICIENCY
LEVEL

W.2.7.

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).

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE

RF.2.3.a.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

OBJECTIVE

RF.2.3.b.

Know spelling-sound correspondences for additional common vowel teams.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR /
PROFICIENCY
LEVEL

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
PROFICIENCY
LEVEL

W.2.7.

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).

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.2.6.	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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Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Foundational Skills Standards**

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE

RF.2.3.b.

Know spelling-sound correspondences for additional common vowel teams.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR /
PROFICIENCY
LEVEL

W.2.2.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR /
PROFICIENCY
LEVEL

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR /
PROFICIENCY
LEVEL

W.2.7.

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).

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
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INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 21: Unit 4 Summarizing a Reference, p. 203-209

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD**

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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OBJECTIVE	RF.2.3.d.	Decode words with common prefixes and suffixes.
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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.2.2.	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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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.2.5.	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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**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.2.7.	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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**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.1.	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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OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.)

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

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
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**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND /
TOPIC /
STANDARD**

Reading Foundational Skills Standards

TOPIC / INDICATOR		Phonics and Word Recognition
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INDICATOR / PROFICIENCY LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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OBJECTIVE	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
OBJECTIVE	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
OBJECTIVE	RF.2.3.d.	Decode words with common prefixes and suffixes.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
OBJECTIVE	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
OBJECTIVE	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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.)

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).
INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.2.6.	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

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Writing Standards	

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD		Language Standards

TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

STRAND / TOPIC / STANDARD **Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL L.2.6. 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

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

INDICATOR / PROFICIENCY LEVEL RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / PROFICIENCY LEVEL RL.2.3. Describe how characters in a story respond to major events and challenges.

STRAND / TOPIC / STANDARD **Reading Literature Standards**

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

INDICATOR / PROFICIENCY LEVEL RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR /
PROFICIENCY
LEVEL

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.3.

Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR /
PROFICIENCY
LEVEL

RI.2.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
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INDICATOR /
PROFICIENCY
LEVEL

W.2.3.

Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.2.6.	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

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.2.1.	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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INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
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INDICATOR / PROFICIENCY LEVEL	RL.2.5.	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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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.3.	Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 27: Unit 5 Writing from Pictures, p. 255-261

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATOR / PROFICIENCY LEVEL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.3.	Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 28: Unit 5 Writing from Pictures, p. 263-269

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
INDICATOR / PROFICIENCY LEVEL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	W.2.3.	Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English

INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 29: Introduction to Unit 7 Inventive Writing, p. 271-279

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).
INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STRAND /
TOPIC /
STANDARD**

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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 30: Unit 7 Inventive Writing, p. 281-287

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historic events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.2.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.7.	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).

INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
OBJECTIVE	SL.2.1.a.	Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
OBJECTIVE	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
OBJECTIVE	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Contents of Standard English
INDICATOR / PROFICIENCY LEVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.6.	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.)