

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: New York P-12 Learning Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

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New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

2R3:

In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2W2:

Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.

EXPECTATION /
CONTENT
SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:8	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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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New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2W2:	Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
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EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
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GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:8	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).
GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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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New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	2R6:	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	2R7:	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3a:	Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).
GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards		
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	2L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	2L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION 9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	2R6:	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	2R7:	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE EXPECTATION	2RF3a:	Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).
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GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
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GRADE
EXPECTATION

2SL1b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

2SL6:

Express thoughts, feelings, and ideas clearly, adapting language according to context.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE
EXPECTATION

2L1:1

Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE
EXPECTATION

2L1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE
EXPECTATION

2L1:3

Use common, proper, and possessive nouns.

GRADE
EXPECTATION

2L1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	2L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	2L4d:	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

2R3:

In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

2R6:

Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	2R7:	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Fluency
EXPECTATION / CONTENT SPECIFICATION	2RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	2RF4a:	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	2L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	2L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.

GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

Week 04: Unit 1 Note Making and Outlines, p. 59-65

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE
EXPECTATION

2RF3b:

Decode short and long vowel sounds in two-syllable words.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	2L1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
GRADE EXPECTATION	2L1:12	Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	2L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE
EXPECTATION

2L5a:

Identify real-life connections between words and their use.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

2L6:

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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

2R3:

In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE
EXPECTATION

2RF3b:

Decode short and long vowel sounds in two-syllable words.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
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GRADE
EXPECTATION

2SL1b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE
EXPECTATION

2L1:1

Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.

GRADE
EXPECTATION

2L1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE
EXPECTATION

2L1:3

Use common, proper, and possessive nouns.

GRADE
EXPECTATION

2L1:5

Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).

GRADE
EXPECTATION

2L1:9

Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

GRADE
EXPECTATION

2L1:11

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).

GRADE
EXPECTATION

2L1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

GRADE
EXPECTATION

2L1:15

Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	2L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	2L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	2L4d:	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	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 06: Introduction to Unit 2 Writing from Notes, p. 75-83

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
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GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L1:1	Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	2L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:1	Attempt to write symbols or letters to represent words.
GRADE EXPECTATION	2L2:3	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

GRADE EXPECTATION	2L4d:	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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	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 07: Unit 2 Summarizing from Notes, p. 85-91

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
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GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
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GRADE EXPECTATION	2L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
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GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

GRADE EXPECTATION	2L4c:	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Week 09: Unit 2 Summarizing from Notes, p.101-107

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	2R6:	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

2R7:

Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	2L4d:	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE
EXPECTATION

2L5a:

Identify real-life connections between words and their use.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

2L6:

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

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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE
EXPECTATION

2L1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE
EXPECTATION

2L1:3

Use common, proper, and possessive nouns.

GRADE
EXPECTATION

2L1:5

Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).

GRADE
EXPECTATION

2L1:9

Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

GRADE
EXPECTATION

2L1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	2L4c:	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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).

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION 9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION 2 Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

2R3:

In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE
EXPECTATION

2RF3d:

Recognize and identify root words and common suffixes and prefixes.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	2L1:11	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	2L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	2L4c:	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
GRADE EXPECTATION	2L4d:	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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GRADE EXPECTATION	2L2:8	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

GRADE EXPECTATION	2L4d:	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	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

**STRAND /
DOMAIN /
UNIFYING
THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
DOMAIN /
UNIFYING
THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

**STRAND /
DOMAIN /
UNIFYING
THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3a:	Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).

GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
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GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	2L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	2L4d:	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
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GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

GRADE EXPECTATION	2L4c:	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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GRADE EXPECTATION	2L4d:	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDI NG		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3a:	Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).
GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

GRADE
EXPECTATION

2L4c: 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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE
EXPECTATION

2L5a: Identify real-life connections between words and their use.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

2L6: 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 16: Unit 3 Retelling Narrative Stories, p.161-167

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION

2SL1b:

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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION

2L1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE EXPECTATION

2L1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	2L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

GRADE EXPECTATION	2L4c:	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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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
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GRADE EXPECTATION	2L5c:	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE
EXPECTATION

2RF3b:

Decode short and long vowel sounds in two-syllable words.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE
EXPECTATION

2L1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	2L2:8	Use an apostrophe to form contractions and frequently occurring possessives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	2L4d:	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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 18: Unit 3 Retelling Narrative Stories, p. 177-183

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	2L1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
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GRADE EXPECTATION	2L4c:	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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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE EXPECTATION	2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3a:	Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).

GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:3	Use common, proper, and possessive nouns.
GRADE EXPECTATION	2L1:5	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).

GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:2	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2W2:	Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
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EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

2R3:

In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

2R6:

Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDI NG		Integration of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

2R7:

Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.

GRADE
EXPECTATION

2RF3d:

Recognize and identify root words and common suffixes and prefixes.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2W2:

Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.

EXPECTATION /
CONTENT
SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Week 22: Unit 4 Summarizing a Reference, p. 211-217

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R

STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards: Foundational Skills 2RF
STANDARD / CONCEPTUAL UNDERSTANDING		Phonics and Word Recognition
EXPECTATION / CONTENT SPECIFICATION	2RF3:	Know and apply phonics and word analysis skills in decoding words.
GRADE EXPECTATION	2RF3a:	Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams).
GRADE EXPECTATION	2RF3b:	Decode short and long vowel sounds in two-syllable words.
GRADE EXPECTATION	2RF3d:	Recognize and identify root words and common suffixes and prefixes.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W2:	Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	2W7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
GRADE EXPECTATION	2L2:8	Use an apostrophe to form contractions and frequently occurring possessives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
GRADE EXPECTATION	2L4c:	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
GRADE EXPECTATION	2L4d:	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Week 23: Unit 4 Summarizing a Reference, p. 219-225

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
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GRADE EXPECTATION	7	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W2:	Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	2W7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
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GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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 24: Unit 4 Summarizing a Reference, p. 227-233

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W2:	Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.

GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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

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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

2

Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

2R3:

In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

2R6:

Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	2R7:	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W3:	Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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 26: Unit 5 Writing from Pictures, p. 247-253		

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION 9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION 2 Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	2R6:	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	2R7:	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDI NG		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W3:	Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDI NG		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.
GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE EXPECTATION	2L1:12	Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Week 27: Unit 5 Writing from Pictures, p. 255-261

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	2R6:	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

2R7:

Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2W3:

Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

EXPECTATION /
CONTENT
SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	2L1:12	Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

9

Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	2R6:	Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	2R7:	Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2W3:	Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.
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EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE EXPECTATION	2SL1b:	Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L1:2	Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.
GRADE EXPECTATION	2L1:9	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
GRADE EXPECTATION	2L1:12	Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
GRADE EXPECTATION	2L1:13	Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
GRADE EXPECTATION	2L1:15	Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:
GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE
EXPECTATION

2L5a:

Identify real-life connections between words and their use.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION /
CONTENT
SPECIFICATION

2L6:

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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

6

Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

2R3:

In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

2W2:

Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.

EXPECTATION /
CONTENT
SPECIFICATION

2W4:

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE
EXPECTATION

2L1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE
EXPECTATION

2L1:8

Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).

GRADE
EXPECTATION

2L1:9

Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

GRADE
EXPECTATION

2L1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE
EXPECTATION

2L2:5

Recognize and name end punctuation. → Use end punctuation for sentences.

GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDI NG		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L6:	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

New York P-12 Learning Standards

Language Arts

Grade 2 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION	9	Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	3	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDI NG		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	2	Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION	6	Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Reading Standards (Literary and Informational Text) 2R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	2R3:	In literary texts, describe how characters respond to major events and challenges. (RL) In informational texts, describe the connections between ideas, concepts, or a series of events. (RI)
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA		2nd Grade Writing Standards 2W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2W2:	Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.
EXPECTATION / CONTENT SPECIFICATION	2W4:	Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other).

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CATEGORY / CLUSTER / KEY IDEA		2nd Grade Speaking and Listening Standards 2SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	2SL1:	Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

GRADE
EXPECTATION

2SL1b:

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L1:	Core Conventions Skills for Prekindergarten - Grade 2:

GRADE
EXPECTATION

2L1:2

Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.

GRADE
EXPECTATION

2L1:8

Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).

GRADE
EXPECTATION

2L1:9

Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

GRADE
EXPECTATION

2L1:13

Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	2L2:	Core Punctuation and Spelling Skills for Prekindergarten - Grade 2:

GRADE EXPECTATION	2L2:5	Recognize and name end punctuation. → Use end punctuation for sentences.
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GRADE EXPECTATION	2L2:6	Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	2L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	2L5a:	Identify real-life connections between words and their use.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		2nd Grade Language Standards 2L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	2L6:	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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