

# Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts

Grade: 2

## Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

### Rhode Island World-Class Standards

#### Language Arts

Grade 2 - Adopted: 2021

#### DOMAIN

#### College and Career Readiness Anchor Standards for Reading

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details  |
|---------------------------------|---|--|
| GSE STEM                        | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

#### DOMAIN

#### College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes  |
|---------------------------------|---|--|
| GSE STEM                        | 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. |

#### DOMAIN

#### College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing   |
|---------------------------------|---|--|
| GSE STEM                        | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

#### DOMAIN

#### College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing  |
|---------------------------------|----|---|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

#### DOMAIN

#### College and Career Readiness Anchor Standards for Speaking and Listening

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
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|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |   |
|-----------------|--|---|
| <b>GSE STEM</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------|--|---|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|---|
|----------|--|---|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|---|
|----------|--|---|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|----------|---|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|----------|---|--|

**DOMAIN****Grade 2 Speaking and Listening Standards [SL]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>                                  |
| <b>SPECIFIC INDICATOR</b>              | 1.a.     | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| <b>SPECIFIC INDICATOR</b>              | 1.b.     | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| <b>SPECIFIC INDICATOR</b>              | 1.c.     | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**DOMAIN****Grade 2 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b> |

**DOMAIN****Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Sentence Structure and Meaning</b>  |
| <b>INDICATOR</b>                       | 1.b.     | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.   |

**DOMAIN****Grade 2 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>   |
| <b>GSE STEM</b>                        | <b>6</b> | <b>Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b> |

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**DOMAIN** College and Career Readiness Anchor Standards for Reading

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN** College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 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. |
|----------|---|--|

**DOMAIN** College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN** College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN** College and Career Readiness Anchor Standards for Language

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
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| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|--------------------|---|--|

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 3    | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.                                      |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 2 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |      | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
| GSE STEM                        | 2    | Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing  |
| GSE STEM                        | 4    | Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                 |
| GSE STEM                        | 5    | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.)   |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Research to Build and Present Knowledge   |
| GSE STEM                        | 8    | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration   |
| GSE STEM                        | 1    | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |
| SPECIFIC INDICATOR              | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                     |
| SPECIFIC INDICATOR              | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others.  |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
|----------|---|---|

|                    |  |                                |
|--------------------|--|--------------------------------|
| SPECIFIC INDICATOR |  | Sentence Structure and Meaning |
|--------------------|--|--------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
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**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Key Ideas and Details                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Craft and Structure                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Integration of Knowledge and Ideas            |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Key Ideas and Details                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN**

**Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN**

**Grade 2 Reading Standards**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Foundational Skills [RF] |
| GSE STEM                        |  | Phonics and Word Recognition                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
|--------------------|---|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|-----------|------|--|

**DOMAIN**

**Grade 2 Speaking and Listening Standards [SL]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
| GSE STEM                        | 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN**

**Grade 2 Speaking and Listening Standards [SL]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
| GSE STEM                        | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English  |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.a. | Print upper- and lowercase letters legibly and fluently.                     |
| SPECIFIC INDICATOR | 2.d. | Use an apostrophe to form contractions and frequently occurring possessives. |

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN College and Career Readiness Anchor Standards for Reading**

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN College and Career Readiness Anchor Standards for Reading**

|                                 |  |                                    |
|---------------------------------|--|------------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Integration of Knowledge and Ideas |
|---------------------------------|--|------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|----------|---|---|

**DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN College and Career Readiness Anchor Standards for Language**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|

| GSE STEM |  | Craft and Structure |
|----------|--|---------------------|
|----------|--|---------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|

| GSE STEM |  | Integration of Knowledge and Ideas |
|----------|--|------------------------------------|
|----------|--|------------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
|--------------------|---|---|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|---|
|----------|--|---|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
|---------------------------------|--|---|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|---|
|----------|--|---|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |          |   |
|---------------------------------|----------|---|
| STATEMENT OF ENDURING KNOWLEDGE |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| GSE STEM                        |          | <b>Phonics and Word Recognition</b>   |
| SPECIFIC INDICATOR              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|-----------|------|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |          |  |
|---------------------------------|----------|--|
| STATEMENT OF ENDURING KNOWLEDGE |          | <b>Comprehension and Collaboration</b>   |
| GSE STEM                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Comprehension and Collaboration</b> |
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | <b>Presentation of Knowledge and Ideas</b> |
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.) |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.) |
|----------|---|--|

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Word Usage</b>  |

INDICATOR            1.c.            Use collective nouns and frequently occurring irregular plural nouns.

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>  |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

SPECIFIC INDICATOR            2.a.            Print upper- and lowercase letters legibly and fluently.

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |

SPECIFIC INDICATOR            4.d.            Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM            6            Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

## Rhode Island World-Class Standards

### Language Arts

Grade 2 - Adopted: 2021

**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

|  |   |  |
|--|---|--|
| GSE STEM                               | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Writing</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Comprehension and Collaboration</b>   |
| GSE STEM                               | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| GSE STEM                               | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>  |
| GSE STEM                               | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
| <b>DOMAIN</b>                          |   | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |   | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   |
| SPECIFIC INDICATOR                     | 3 | Describe how characters in a story respond to major events and challenges.   |
| <b>DOMAIN</b>                          |   | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |   | <b>Craft and Structure</b>   |
| SPECIFIC INDICATOR                     | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)                         |

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

SPECIFIC INDICATOR            7                      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

SPECIFIC INDICATOR            10                      Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR            3                      Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR            10                      Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

INDICATOR                      3.b.                      Know spelling-sound correspondences for additional common vowel teams.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b> |
| <b>GSE STEM</b>                        |  | <b>Fluency</b>  |

|                           |          |  |
|---------------------------|----------|--|
| <b>SPECIFIC INDICATOR</b> | <b>4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
|---------------------------|----------|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 4.b. | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |
|-----------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Word Usage</b>  |

|           |      |   |
|-----------|------|---|
| INDICATOR | 1.c. | Use collective nouns and frequently occurring irregular plural nouns. |
|-----------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>  |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.a. | Print upper- and lowercase letters legibly and fluently. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | 4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |

**SPECIFIC INDICATOR** 4.g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

**GSE STEM** 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

**GSE STEM** 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

**GSE STEM** 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

**GSE STEM** 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Key Ideas and Details                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Craft and Structure                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Integration of Knowledge and Ideas            |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|---|
|----------|--|---|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN** **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Foundational Skills [RF] |
|---------------------------------|--|--|
|---------------------------------|--|--|

| GSE STEM |  | Phonics and Word Recognition |
|----------|--|------------------------------|
|----------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
|--------------------|---|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|-----------|------|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

**DOMAIN** **Grade 2 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 3 | Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure. |
|----------|---|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.a. | For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.) |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
|----------|---|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |   | Sentence Structure and Meaning  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |   | Word Usage  |

|           |      |   |
|-----------|------|---|
| INDICATOR | 1.c. | Use collective nouns and frequently occurring irregular plural nouns. |
|-----------|------|---|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.e. | Form and use the past tense of frequently occurring irregular verbs. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English  |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.a. | Print upper- and lowercase letters legibly and fluently. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.g. | Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢). |
|--------------------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|

Week 05: Unit 1 Note Making and Outlines, p. 67-73

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

|  |  |  |
|--|--|--|
| <b>DOMAIN</b>                          |  | <b>College and Career Readiness Anchor Standards for Reading</b> |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b>                                     |

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

|               |  |  |
|---------------|--|--|
| <b>DOMAIN</b> |  | <b>College and Career Readiness Anchor Standards for Writing</b> |
|---------------|--|--|

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

|               |  |   |
|---------------|--|---|
| <b>DOMAIN</b> |  | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |
|---------------|--|---|

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

|               |  |   |
|---------------|--|---|
| <b>DOMAIN</b> |  | <b>College and Career Readiness Anchor Standards for Language</b> |
|---------------|--|---|

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

|               |  |                                  |
|---------------|--|----------------------------------|
| <b>DOMAIN</b> |  | <b>Grade 2 Reading Standards</b> |
|---------------|--|----------------------------------|

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                    |   |  |
|--------------------|---|--|
| <b>GSE STEM</b>    |   | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Grade 2 Reading Standards for Foundational Skills [RF]                         |
| GSE STEM                        |   | Phonics and Word Recognition   |
| SPECIFIC INDICATOR              | 3 | Know and apply grade-level phonics and word analysis skills in decoding words. |

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|-----------|------|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
| GSE STEM                        | 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
| GSE STEM                        | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |   | Sentence Structure and Meaning  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Word Usage</b>  |

INDICATOR            1.c.            Use collective nouns and frequently occurring irregular plural nouns.

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>  |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

SPECIFIC INDICATOR            2.a.            Print upper- and lowercase letters legibly and fluently.

SPECIFIC INDICATOR            2.d.            Use an apostrophe to form contractions and frequently occurring possessives.

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |

SPECIFIC INDICATOR            4.d.            Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM            6            Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards****Language Arts**

Grade 2 - Adopted: 2021

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|  |                                  |  |
|--|----------------------------------|--|
| SPECIFIC INDICATOR                     | 3                                | Describe how characters in a story respond to major events and challenges.   |
| <b>DOMAIN</b>                          | <b>Grade 2 Reading Standards</b> |  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                  | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |                                  | <b>Craft and Structure</b>   |
| SPECIFIC INDICATOR                     | 4                                | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b>                          | <b>Grade 2 Reading Standards</b> |  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                  | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |                                  | <b>Integration of Knowledge and Ideas</b>  |
| SPECIFIC INDICATOR                     | 7                                | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>DOMAIN</b>                          | <b>Grade 2 Reading Standards</b> |  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                  | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |                                  | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10                               | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.   |
| <b>DOMAIN</b>                          | <b>Grade 2 Reading Standards</b> |  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                  | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |                                  | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 3                                | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.   |
| <b>DOMAIN</b>                          | <b>Grade 2 Reading Standards</b> |  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |                                  | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |                                  | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10                               | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.                        |
| <b>DOMAIN</b>                          | <b>Grade 2 Reading Standards</b> |  |

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|-----------|------|--|

|           |      |   |
|-----------|------|---|
| INDICATOR | 3.d. | Decode words with common prefixes and suffixes. |
|-----------|------|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
|-----------------|----------|--|

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure and Meaning</b> |
|---------------------------|--|---------------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |   | Word Usage  |

|           |      |   |
|-----------|------|---|
| INDICATOR | 1.c. | Use collective nouns and frequently occurring irregular plural nouns. |
|-----------|------|---|

|           |      |                         |
|-----------|------|-------------------------|
| INDICATOR | 1.d. | Use reflexive pronouns. |
|-----------|------|-------------------------|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English  |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.a. | Print upper- and lowercase letters legibly and fluently. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.d. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.g. | Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢). |
|--------------------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|

# Rhode Island World-Class Standards

## Language Arts

Grade 2 - Adopted: 2021

### DOMAIN College and Career Readiness Anchor Standards for Reading

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

### DOMAIN College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

### DOMAIN College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

### DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

### DOMAIN College and Career Readiness Anchor Standards for Language

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

### DOMAIN Grade 2 Reading Standards

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 2 Reading Standards for Foundational Skills [RF]  |
| GSE STEM                        |      | Phonics and Word Recognition  |
| SPECIFIC INDICATOR              | 3    | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| INDICATOR                       | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

|                                 |      |   |
|---------------------------------|------|---|
| <b>DOMAIN</b>                   |      | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration   |
| GSE STEM                        | 1    | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |
| SPECIFIC INDICATOR              | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SPECIFIC INDICATOR              | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| SPECIFIC INDICATOR              | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

|                                 |   |   |
|---------------------------------|---|---|
| <b>DOMAIN</b>                   |   | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
| GSE STEM                        | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

|                                 |      |   |
|---------------------------------|------|---|
| <b>DOMAIN</b>                   |      | <b>Grade 2 Language Standards [L]</b>   |
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English   |
| GSE STEM                        | 1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |      | Sentence Structure and Meaning  |
| INDICATOR                       | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.  |

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Word Usage</b>  |
| INDICATOR                              | 1.c.     | Use collective nouns and frequently occurring irregular plural nouns.  |

|           |      |                         |
|-----------|------|-------------------------|
| INDICATOR | 1.d. | Use reflexive pronouns. |
|-----------|------|-------------------------|

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |
| <b>SPECIFIC INDICATOR</b>              | 4.c.     | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).   |

|                           |      |   |
|---------------------------|------|---|
| <b>SPECIFIC INDICATOR</b> | 4.g. | Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢). |
|---------------------------|------|---|

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>   |
| <b>GSE STEM</b>                        | <b>6</b> | <b>Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b> |

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Key Ideas and Details</b>  |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b> |

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                           |

SPECIFIC INDICATOR 4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

SPECIFIC INDICATOR 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR 3 Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**DOMAIN** **Grade 2 Reading Standards**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|-----------|------|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
| GSE STEM                        | 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
|----------|---|---|

|                    |  |                                |
|--------------------|--|--------------------------------|
| SPECIFIC INDICATOR |  | Sentence Structure and Meaning |
|--------------------|--|--------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |
|----------|---|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.g. | Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, c). |
|--------------------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
|---------------------------------|---|--|
| GSE STEM                        | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

Week 09: Unit 2 Summarizing from Notes, p.101-107

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |   |
|-----------------|--|---|
| <b>GSE STEM</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------|--|---|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 3    | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.  |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 2 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |      | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.   |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 2 Reading Standards for Foundational Skills [RF]  |
| GSE STEM                        |      | Phonics and Word Recognition  |
| SPECIFIC INDICATOR              | 3    | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| INDICATOR                       | 3.b. | Know spelling-sound correspondences for additional common vowel teams.  |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
| GSE STEM                        | 3    | Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure. |
| SPECIFIC INDICATOR              | 3.a. | For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)  |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration   |
| GSE STEM                        | 1    | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |
| SPECIFIC INDICATOR              | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| SPECIFIC INDICATOR              | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| SPECIFIC INDICATOR              | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Sentence Structure and Meaning</b>  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Word Usage</b>  |

|           |      |   |
|-----------|------|---|
| INDICATOR | 1.c. | Use collective nouns and frequently occurring irregular plural nouns. |
|-----------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |
| <b>SPECIFIC INDICATOR</b>              | 4.d.     | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).              |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.g. | Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢). |
|--------------------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>   |
| <b>GSE STEM</b>                        | <b>6</b> | <b>Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b> |

**Rhode Island World-Class Standards**

**Language Arts**

Grade 2 - Adopted: 2021

**DOMAIN College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|  |    |  |
|--|----|--|
| GSE STEM                               | 6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 2  | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   |
| SPECIFIC INDICATOR                     | 3  | Describe how characters in a story respond to major events and challenges.   |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Craft and Structure</b>   |
| SPECIFIC INDICATOR                     | 4  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)                         |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Integration of Knowledge and Ideas</b>  |
| SPECIFIC INDICATOR                     | 7  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.   |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |    | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 3  | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.   |

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

**DOMAIN**                      **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN**                      **Grade 2 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN**                      **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN**                      **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |   | Sentence Structure and Meaning  |

INDICATOR 1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**DOMAIN** Grade 2 Language Standards [L]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |   | Word Usage  |

INDICATOR 1.c. Use collective nouns and frequently occurring irregular plural nouns.

**DOMAIN** Grade 2 Language Standards [L]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

SPECIFIC INDICATOR 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

SPECIFIC INDICATOR 4.g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).

**DOMAIN** Grade 2 Language Standards [L]

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|  |      |  |
|--|------|--|
| SPECIFIC INDICATOR                     | 4    | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |      | <b>Integration of Knowledge and Ideas</b>  |
| SPECIFIC INDICATOR                     | 7    | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |      | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10   | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.   |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |      | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 3    | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.   |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |      | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10   | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.                        |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>  |
| <b>GSE STEM</b>                        |      | <b>Phonics and Word Recognition</b>  |
| SPECIFIC INDICATOR                     | 3    | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| INDICATOR                              | 3.b. | Know spelling-sound correspondences for additional common vowel teams.   |
| INDICATOR                              | 3.d. | Decode words with common prefixes and suffixes.  |



|           |      |   |
|-----------|------|---|
| INDICATOR | 1.c. | Use collective nouns and frequently occurring irregular plural nouns. |
|-----------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English  |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.d. | Use an apostrophe to form contractions and frequently occurring possessives. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 4.c. | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
|--------------------|------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.d. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.g. | Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢). |
|--------------------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
| GSE STEM                        | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN**                      **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Integration of Knowledge and Ideas            |

SPECIFIC INDICATOR 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DOMAIN** Grade 2 Reading Standards

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

**DOMAIN** Grade 2 Reading Standards

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Grade 2 Reading Standards for Foundational Skills [RF]                         |
| GSE STEM                        |   | Phonics and Word Recognition   |
| SPECIFIC INDICATOR              | 3 | Know and apply grade-level phonics and word analysis skills in decoding words. |

INDICATOR 3.b. Know spelling-sound correspondences for additional common vowel teams.

**DOMAIN** Grade 2 Writing Standards [W]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 3 | Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure. |

SPECIFIC INDICATOR 3.a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

**DOMAIN** Grade 2 Speaking and Listening Standards [SL]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
| GSE STEM                        | 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |

SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN**

**Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
|----------|---|---|

|                    |  |                                |
|--------------------|--|--------------------------------|
| SPECIFIC INDICATOR |  | Sentence Structure and Meaning |
|--------------------|--|--------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.d. | Use an apostrophe to form contractions and frequently occurring possessives. |
|--------------------|------|--|

**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |
|----------|---|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.d. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
|--------------------|------|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.g. | Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢). |
|--------------------|------|---|

**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN College and Career Readiness Anchor Standards for Reading**

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |   |
|-----------------|--|---|
| <b>GSE STEM</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------|--|---|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.                    |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 2 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |      | Key Ideas and Details   |
| SPECIFIC INDICATOR              | 3    | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.                                      |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 2 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |      | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 2 Reading Standards for Foundational Skills [RF]  |
| GSE STEM                        |      | Phonics and Word Recognition  |
| SPECIFIC INDICATOR              | 3    | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| INDICATOR                       | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
| INDICATOR                       | 3.b. | Know spelling-sound correspondences for additional common vowel teams.  |
| INDICATOR                       | 3.d. | Decode words with common prefixes and suffixes.   |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing  |
| GSE STEM                        | 5    | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.)   |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration   |
| GSE STEM                        | 1    | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
|----------|---|---|

|                    |  |                                |
|--------------------|--|--------------------------------|
| SPECIFIC INDICATOR |  | Sentence Structure and Meaning |
|--------------------|--|--------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
|----------|---|---|

|                    |  |            |
|--------------------|--|------------|
| SPECIFIC INDICATOR |  | Word Usage |
|--------------------|--|------------|

|           |      |   |
|-----------|------|---|
| INDICATOR | 1.c. | Use collective nouns and frequently occurring irregular plural nouns. |
|-----------|------|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|----------|---|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 2.d. | Use an apostrophe to form contractions and frequently occurring possessives. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | 4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |

**SPECIFIC INDICATOR** 4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

**GSE STEM** 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

**GSE STEM** 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

**GSE STEM** 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

**GSE STEM** 9 Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |   |
|-----------------|--|---|
| <b>GSE STEM</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------|--|---|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

|           |      |   |
|-----------|------|---|
| INDICATOR | 3.d. | Decode words with common prefixes and suffixes. |
|-----------|------|---|

**DOMAIN**                      **Grade 2 Writing Standards [W]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>   |
| <b>GSE STEM</b>                        | <b>3</b> | <b>Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.</b> |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.a. | For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.) |
|--------------------|------|--|



|  |      |  |
|--|------|--|
| INDICATOR                              | 1.c. | Use collective nouns and frequently occurring irregular plural nouns.  |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Language Standards [L]</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | 4    | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |
| SPECIFIC INDICATOR                     | 4.c. | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).   |

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 4.d. | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
|--------------------|------|---|

|  |   |  |
|--|---|--|
| <b>DOMAIN</b>                          |   | <b>Grade 2 Language Standards [L]</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>  |
| GSE STEM                               | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

|  |   |  |
|--|---|--|
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Reading</b>                                   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Key Ideas and Details</b>   |
| GSE STEM                               | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

|  |   |   |
|--|---|---|
| <b>DOMAIN</b>                          |   | <b>College and Career Readiness Anchor Standards for Writing</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

|  |  |  |
|--|--|--|
| <b>DOMAIN</b>                          |  | <b>College and Career Readiness Anchor Standards for Writing</b> |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b>                   |

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

SPECIFIC INDICATOR            7                      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

SPECIFIC INDICATOR            10                      Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR            3                      Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR            10                      Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

INDICATOR                      3.a.                      Distinguish long and short vowels when reading regularly spelled one-syllable words.

INDICATOR                      3.b.                      Know spelling-sound correspondences for additional common vowel teams.

INDICATOR                      3.d.                      Decode words with common prefixes and suffixes.

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|----------|---|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
|-----------------|----------|--|

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure and Meaning</b> |
|---------------------------|--|---------------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | 4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |

**SPECIFIC INDICATOR** 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

**GSE STEM** 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 2 - Adopted: 2021

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

**GSE STEM** 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

**GSE STEM** 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

**GSE STEM** 9 Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |   |
|-----------------|--|---|
| <b>GSE STEM</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------|--|---|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b> |
|--|--|---|

|                 |  |                                     |
|-----------------|--|-------------------------------------|
| <b>GSE STEM</b> |  | <b>Phonics and Word Recognition</b> |
|-----------------|--|-------------------------------------|

|                           |          |   |
|---------------------------|----------|---|
| <b>SPECIFIC INDICATOR</b> | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |
|---------------------------|----------|---|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

|           |      |   |
|-----------|------|---|
| INDICATOR | 3.d. | Decode words with common prefixes and suffixes. |
|-----------|------|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration   |
|---------------------------------|------|---|
| GSE STEM                        | 1    | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |
| SPECIFIC INDICATOR              | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SPECIFIC INDICATOR              | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| SPECIFIC INDICATOR              | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
|---------------------------------|---|---|
| GSE STEM                        | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**DOMAIN** **Grade 2 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English   |
|---------------------------------|------|---|
| GSE STEM                        | 1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |      | Sentence Structure and Meaning  |
| INDICATOR                       | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.  |

**DOMAIN** **Grade 2 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English  |
|---------------------------------|------|--|
| GSE STEM                        | 2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SPECIFIC INDICATOR              | 2.d. | Use an apostrophe to form contractions and frequently occurring possessives.                                       |

**DOMAIN** **Grade 2 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
|---------------------------------|---|---|
| GSE STEM                        | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 4.c. | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 5 | Demonstrate understanding of word relationships and nuances in word meanings. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 5.b. | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|

Week 17: Unit 3 Retelling Narrative Stories, p.169-175

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Craft and Structure |
|----------|--|---------------------|
|----------|--|---------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

SPECIFIC INDICATOR 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR 3 Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**DOMAIN** **Grade 2 Reading Standards**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

INDICATOR 3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

INDICATOR 3.b. Know spelling-sound correspondences for additional common vowel teams.

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.) |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
|-----------------|----------|--|

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure and Meaning</b> |
|---------------------------|--|---------------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>  |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

SPECIFIC INDICATOR      2.d.      Use an apostrophe to form contractions and frequently occurring possessives.

**DOMAIN**      **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |

SPECIFIC INDICATOR      4.d.      Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**DOMAIN**      **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM      6      Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN**      **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

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

**DOMAIN**      **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM      5      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN**      **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |   |
|-----------------|--|---|
| <b>GSE STEM</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------|--|---|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
|--|--|--|

|                 |  |  |
|-----------------|--|--|
| <b>GSE STEM</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|-----------------|--|--|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b> |
|--|--|---|

|                 |  |                                     |
|-----------------|--|-------------------------------------|
| <b>GSE STEM</b> |  | <b>Phonics and Word Recognition</b> |
|-----------------|--|-------------------------------------|

|                           |          |   |
|---------------------------|----------|---|
| <b>SPECIFIC INDICATOR</b> | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |
|---------------------------|----------|---|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|-----------|------|--|

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams. |
|-----------|------|--|

|           |      |   |
|-----------|------|---|
| INDICATOR | 3.d. | Decode words with common prefixes and suffixes. |
|-----------|------|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Text Types and Purposes   |
| GSE STEM                        | 3 | Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 3.a. | For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.) |
|--------------------|------|--|

**DOMAIN** **Grade 2 Writing Standards [W]**

|                                 |  |  |
|---------------------------------|--|--|
| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|----------|---|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
|----------|---|---|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |   | Sentence Structure and Meaning  |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 4.c. | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). |
|--------------------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|

Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|  |    |  |
|--|----|--|
| SPECIFIC INDICATOR                             | 3  | Describe how characters in a story respond to major events and challenges.   |
| <b>DOMAIN</b> <b>Grade 2 Reading Standards</b> |    |  |
| STATEMENT OF ENDURING KNOWLEDGE                |    | Grade 2 Reading Standards for Literature [RL]  |
| GSE STEM                                       |    | Craft and Structure  |
| SPECIFIC INDICATOR                             | 4  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b> <b>Grade 2 Reading Standards</b> |    |  |
| STATEMENT OF ENDURING KNOWLEDGE                |    | Grade 2 Reading Standards for Literature [RL]  |
| GSE STEM                                       |    | Integration of Knowledge and Ideas   |
| SPECIFIC INDICATOR                             | 7  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>DOMAIN</b> <b>Grade 2 Reading Standards</b> |    |  |
| STATEMENT OF ENDURING KNOWLEDGE                |    | Grade 2 Reading Standards for Literature [RL]  |
| GSE STEM                                       |    | Range of Reading and Level of Text Complexity  |
| SPECIFIC INDICATOR                             | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.   |
| <b>DOMAIN</b> <b>Grade 2 Reading Standards</b> |    |  |
| STATEMENT OF ENDURING KNOWLEDGE                |    | Grade 2 Reading Standards for Informational Text [RI]  |
| GSE STEM                                       |    | Key Ideas and Details  |
| SPECIFIC INDICATOR                             | 3  | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.   |
| <b>DOMAIN</b> <b>Grade 2 Reading Standards</b> |    |  |
| STATEMENT OF ENDURING KNOWLEDGE                |    | Grade 2 Reading Standards for Informational Text [RI]  |
| GSE STEM                                       |    | Range of Reading and Level of Text Complexity  |
| SPECIFIC INDICATOR                             | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.                        |
| <b>DOMAIN</b> <b>Grade 2 Reading Standards</b> |    |  |

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

|           |      |  |
|-----------|------|--|
| INDICATOR | 3.a. | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
| INDICATOR | 3.b. | Know spelling-sound correspondences for additional common vowel teams.               |

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|----------|---|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English   |
| GSE STEM                        | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |   | Sentence Structure and Meaning  |

INDICATOR 1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**DOMAIN** Grade 2 Language Standards [L]

|                                 |   |  |
|---------------------------------|---|--|
| STATEMENT OF ENDURING KNOWLEDGE |   | Conventions of Standard English  |
| GSE STEM                        | 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

SPECIFIC INDICATOR 2.e. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

**DOMAIN** Grade 2 Language Standards [L]

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use  |
| GSE STEM                        | 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

SPECIFIC INDICATOR 4.g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).

**DOMAIN** Grade 2 Language Standards [L]

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 2 - Adopted: 2021

**DOMAIN** College and Career Readiness Anchor Standards for Reading

|                                 |  |                       |
|---------------------------------|--|-----------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|

|  |    |  |
|--|----|--|
| GSE STEM                               | 3  | Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Production and Distribution of Writing</b>  |
| GSE STEM                               | 5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Research to Build and Present Knowledge</b>   |
| GSE STEM                               | 9  | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.  |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Writing</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Range of Writing</b>  |
| GSE STEM                               | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Comprehension and Collaboration</b>   |
| GSE STEM                               | 1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| GSE STEM                               | 2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>DOMAIN</b>                          |    | <b>College and Career Readiness Anchor Standards for Language</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Vocabulary Acquisition and Use</b>  |
| GSE STEM                               | 6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Key Ideas and Details</b>   |

|  |    |  |
|--|----|--|
| SPECIFIC INDICATOR                     | 2  | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   |
| SPECIFIC INDICATOR                     | 3  | Describe how characters in a story respond to major events and challenges.   |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Craft and Structure</b>   |
| SPECIFIC INDICATOR                     | 4  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Integration of Knowledge and Ideas</b>  |
| SPECIFIC INDICATOR                     | 7  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.   |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |    | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 3  | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.   |
| <b>DOMAIN</b>                          |    | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |    | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |    | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.                        |

**DOMAIN** **Grade 2 Reading Standards**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |
| INDICATOR                              | 3.b.     | Know spelling-sound correspondences for additional common vowel teams.                |

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Text Types and Purposes</b>  |
| GSE STEM                               | 2 | Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |   |   |
|--|---|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Research to Build and Present Knowledge</b>   |
| GSE STEM                               | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>                                  |
| SPECIFIC INDICATOR                     | 1.a.     | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SPECIFIC INDICATOR                     | 1.b.     | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| SPECIFIC INDICATOR                     | 1.c.     | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

GSE STEM 2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
|-----------------|----------|--|

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure and Meaning</b> |
|---------------------------|--|---------------------------------------|

INDICATOR 1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 9 | Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. |
|----------|---|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN** **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|  |      |  |
|--|------|--|
| SPECIFIC INDICATOR                     | 4    | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |      | <b>Integration of Knowledge and Ideas</b>  |
| SPECIFIC INDICATOR                     | 7    | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Literature [RL]</b>   |
| <b>GSE STEM</b>                        |      | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10   | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.   |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |      | <b>Key Ideas and Details</b>   |
| SPECIFIC INDICATOR                     | 3    | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.   |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Informational Text [RI]</b>   |
| <b>GSE STEM</b>                        |      | <b>Range of Reading and Level of Text Complexity</b>   |
| SPECIFIC INDICATOR                     | 10   | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.                        |
| <b>DOMAIN</b>                          |      | <b>Grade 2 Reading Standards</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |      | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>  |
| <b>GSE STEM</b>                        |      | <b>Phonics and Word Recognition</b>  |
| SPECIFIC INDICATOR                     | 3    | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| INDICATOR                              | 3.b. | Know spelling-sound correspondences for additional common vowel teams.   |
| INDICATOR                              | 3.d. | Decode words with common prefixes and suffixes.  |

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|----------|---|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                           |          |  |
|---------------------------|----------|--|
| <b>GSE STEM</b>           | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b> |          | <b>Sentence Structure and Meaning</b>  |

INDICATOR 1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

GSE STEM 8 When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

GSE STEM 9 Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**DOMAIN****College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN****College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN****College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN****Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
| GSE STEM                        |  | Key Ideas and Details                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN****Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
| GSE STEM                        |  | Craft and Structure                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

SPECIFIC INDICATOR            7                      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

SPECIFIC INDICATOR            10                      Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR            3                      Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR            10                      Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Grade 2 Reading Standards for Foundational Skills [RF]</b>                         |
| <b>GSE STEM</b>                        |          | <b>Phonics and Word Recognition</b>   |
| <b>SPECIFIC INDICATOR</b>              | <b>3</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |

INDICATOR                      3.a.                      Distinguish long and short vowels when reading regularly spelled one-syllable words.

INDICATOR                      3.b.                      Know spelling-sound correspondences for additional common vowel teams.

INDICATOR                      3.d.                      Decode words with common prefixes and suffixes.

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 9 | Recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4.) |
|----------|---|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                           |          |  |
|---------------------------|----------|--|
| <b>GSE STEM</b>           | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b> |          | <b>Sentence Structure and Meaning</b>  |

INDICATOR 1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |   |
|--|----------|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>  |
| <b>GSE STEM</b>                        | <b>2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

SPECIFIC INDICATOR 2.d. Use an apostrophe to form contractions and frequently occurring possessives.

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Vocabulary Acquisition and Use</b>  |
| <b>GSE STEM</b>                        | <b>4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</b> |

SPECIFIC INDICATOR 4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

SPECIFIC INDICATOR 4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards**

**Language Arts**

Grade 2 - Adopted: 2021

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|



|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|  |          |   |
|--|----------|---|
| SPECIFIC INDICATOR                     | 10       | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
| <b>DOMAIN</b>                          |          | <b>Grade 2 Writing Standards [W]</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Text Types and Purposes</b>  |
| GSE STEM                               | 2        | Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| <b>DOMAIN</b>                          |          | <b>Grade 2 Writing Standards [W]</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Production and Distribution of Writing</b>   |
| GSE STEM                               | 5        | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.)   |
| <b>DOMAIN</b>                          |          | <b>Grade 2 Writing Standards [W]</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Research to Build and Present Knowledge</b>  |
| GSE STEM                               | 8        | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  |
| GSE STEM                               | 9        | Recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4.)  |
| <b>DOMAIN</b>                          |          | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>  |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>  |
| SPECIFIC INDICATOR                     | 1.a.     | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                     |
| SPECIFIC INDICATOR                     | 1.b.     | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| SPECIFIC INDICATOR                     | 1.c.     | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>DOMAIN</b>                          |          | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>  |
| GSE STEM                               | 2        | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |   |  |
|--|---|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | 1 | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |   | <b>Sentence Structure and Meaning</b>  |

INDICATOR            1.b.            Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM            6            Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

**Rhode Island World-Class Standards****Language Arts**

Grade 2 - Adopted: 2021

**DOMAIN**                      **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

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

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM            5            Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

GSE STEM            9            Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Language**

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 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. |
|----------|---|---|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Craft and Structure |
|----------|--|---------------------|
|----------|--|---------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

SPECIFIC INDICATOR            7            Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

SPECIFIC INDICATOR            10            Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR            3            Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR            10            Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**DOMAIN**                      **Grade 2 Writing Standards [W]**

|  |  |                                |
|--|--|--------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Text Types and Purposes</b> |
|--|--|--------------------------------|

GSE STEM                      2            Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**DOMAIN**                      **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM                      5            With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.)

**DOMAIN**                      **Grade 2 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|----------|---|--|

**DOMAIN**                      **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN**                      **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
|-----------------|----------|--|

|                           |  |                                       |
|---------------------------|--|---------------------------------------|
| <b>SPECIFIC INDICATOR</b> |  | <b>Sentence Structure and Meaning</b> |
|---------------------------|--|---------------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN**                      **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|

Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

**DOMAIN College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Key Ideas and Details                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Craft and Structure                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
|--------------------|---|---|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Integration of Knowledge and Ideas            |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR 3 Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

**DOMAIN Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**DOMAIN Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM 5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.)

**DOMAIN Grade 2 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

GSE STEM 8 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**DOMAIN Grade 2 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |

SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

SPECIFIC INDICATOR 1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**DOMAIN Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|  |   |   |
|--|---|---|
| GSE STEM                               | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>DOMAIN</b>                          |   | <b>Grade 2 Language Standards [L]</b>   |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |   | <b>Conventions of Standard English</b>  |
| GSE STEM                               | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| <b>SPECIFIC INDICATOR</b>              |   | <b>Sentence Structure and Meaning</b>   |

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

|  |  |                                       |
|--|--|---------------------------------------|
| <b>DOMAIN</b>                          |  | <b>Grade 2 Language Standards [L]</b> |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|

Week 26: Unit 5 Writing from Pictures, p. 247-253

## Rhode Island World-Class Standards

### Language Arts

#### Grade 2 - Adopted: 2021

|  |  |  |
|--|--|--|
| <b>DOMAIN</b>                          |  | <b>College and Career Readiness Anchor Standards for Reading</b> |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b>                                     |

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

|  |  |  |
|--|--|--|
| <b>DOMAIN</b>                          |  | <b>College and Career Readiness Anchor Standards for Writing</b> |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b>                    |

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

|  |  |  |
|--|--|--|
| <b>DOMAIN</b>                          |  | <b>College and Career Readiness Anchor Standards for Writing</b> |
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b>  |

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**

**College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**

**Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN**

**Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
|--------------------|---|---|

**DOMAIN**

**Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

SPECIFIC INDICATOR 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**DOMAIN Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

**DOMAIN Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

SPECIFIC INDICATOR 3 Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

**DOMAIN Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

**DOMAIN Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM 5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.)

**DOMAIN Grade 2 Speaking and Listening Standards [SL]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Comprehension and Collaboration</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |

SPECIFIC INDICATOR 1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
|----------|---|---|

|                    |  |                                |
|--------------------|--|--------------------------------|
| SPECIFIC INDICATOR |  | Sentence Structure and Meaning |
|--------------------|--|--------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
|----------|---|---|

|                    |  |            |
|--------------------|--|------------|
| SPECIFIC INDICATOR |  | Word Usage |
|--------------------|--|------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.e. | Form and use the past tense of frequently occurring irregular verbs. |
|-----------|------|--|

**DOMAIN** **Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|

Week 27: Unit 5 Writing from Pictures, p. 255-261

## Language Arts

Grade 2 - Adopted: 2021

### DOMAIN College and Career Readiness Anchor Standards for Reading

| STATEMENT OF ENDURING KNOWLEDGE |   | Key Ideas and Details  |
|---------------------------------|---|--|
| GSE STEM                        | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

### DOMAIN College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |   | Production and Distribution of Writing  |
|---------------------------------|---|---|
| GSE STEM                        | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

### DOMAIN College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |    | Range of Writing  |
|---------------------------------|----|---|
| GSE STEM                        | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

### DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration  |
|---------------------------------|---|--|
| GSE STEM                        | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| GSE STEM                        | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |

### DOMAIN College and Career Readiness Anchor Standards for Language

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
|---------------------------------|---|--|
| GSE STEM                        | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |

### DOMAIN Grade 2 Reading Standards

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
|---------------------------------|--|---|
| GSE STEM                        |  | Key Ideas and Details                         |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges.   |

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Craft and Structure                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

|                    |   |   |
|--------------------|---|---|
| SPECIFIC INDICATOR | 5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
|--------------------|---|---|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Integration of Knowledge and Ideas            |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Literature [RL] |
| GSE STEM                        |  | Range of Reading and Level of Text Complexity |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|                                 |  |   |
|---------------------------------|--|---|
| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
| GSE STEM                        |  | Key Ideas and Details                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b>         |

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Research to Build and Present Knowledge</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|----------|---|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|                 |          |  |
|-----------------|----------|--|
| <b>GSE STEM</b> | <b>1</b> | <b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> |
|-----------------|----------|--|

|                    |      |   |
|--------------------|------|---|
| SPECIFIC INDICATOR | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
|--------------------|------|---|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others. |
|--------------------|------|--|

|                    |      |  |
|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|--------------------|------|--|

**DOMAIN** **Grade 2 Speaking and Listening Standards [SL]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Conventions of Standard English</b> |
|--|--|--|

|                           |          |  |
|---------------------------|----------|--|
| <b>GSE STEM</b>           | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b> |          | <b>Sentence Structure and Meaning</b>  |

INDICATOR 1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**DOMAIN** **Grade 2 Language Standards [L]**

|  |          |  |
|--|----------|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |          | <b>Conventions of Standard English</b>   |
| <b>GSE STEM</b>                        | <b>1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</b> |
| <b>SPECIFIC INDICATOR</b>              |          | <b>Word Usage</b>  |

INDICATOR 1.e. Form and use the past tense of frequently occurring irregular verbs.

**DOMAIN** **Grade 2 Language Standards [L]**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

GSE STEM 6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 28: Unit 5 Writing from Pictures, p. 263-269

**Rhode Island World-Class Standards**

**Language Arts**

**Grade 2 - Adopted: 2021**

**DOMAIN** **College and Career Readiness Anchor Standards for Reading**

|  |  |                              |
|--|--|------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Key Ideas and Details</b> |
|--|--|------------------------------|

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

**DOMAIN** **College and Career Readiness Anchor Standards for Writing**

|  |  |   |
|--|--|---|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Production and Distribution of Writing</b> |
|--|--|---|

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN**                      **College and Career Readiness Anchor Standards for Writing**

|  |  |                         |
|--|--|-------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Range of Writing</b> |
|--|--|-------------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN**                      **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN**                      **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

|                                 |    |   |
|---------------------------------|----|---|
| SPECIFIC INDICATOR              | 5  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| <b>DOMAIN</b>                   |    | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 2 Reading Standards for Literature [RL]   |
| GSE STEM                        |    | Integration of Knowledge and Ideas  |
| SPECIFIC INDICATOR              | 7  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| <b>DOMAIN</b>                   |    | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 2 Reading Standards for Literature [RL]   |
| GSE STEM                        |    | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.                    |
| <b>DOMAIN</b>                   |    | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 2 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |    | Key Ideas and Details   |
| SPECIFIC INDICATOR              | 3  | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.                                      |
| <b>DOMAIN</b>                   |    | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |    | Grade 2 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |    | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
| <b>DOMAIN</b>                   |    | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |    | Production and Distribution of Writing  |
| GSE STEM                        | 5  | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.)   |
| <b>DOMAIN</b>                   |    | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |    | Research to Build and Present Knowledge   |

|          |   |  |
|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|----------|---|--|

**DOMAIN**

**Grade 2 Speaking and Listening Standards [SL]**

|                                 |      |   |
|---------------------------------|------|---|
| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration   |
| GSE STEM                        | 1    | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |
| SPECIFIC INDICATOR              | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| SPECIFIC INDICATOR              | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| SPECIFIC INDICATOR              | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**DOMAIN**

**Grade 2 Speaking and Listening Standards [SL]**

|                                 |   |   |
|---------------------------------|---|---|
| STATEMENT OF ENDURING KNOWLEDGE |   | Comprehension and Collaboration   |
| GSE STEM                        | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |      |   |
|---------------------------------|------|---|
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English   |
| GSE STEM                        | 1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |      | Sentence Structure and Meaning  |
| INDICATOR                       | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.  |

**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |      |   |
|---------------------------------|------|---|
| STATEMENT OF ENDURING KNOWLEDGE |      | Conventions of Standard English   |
| GSE STEM                        | 1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
| SPECIFIC INDICATOR              |      | Word Usage  |
| INDICATOR                       | 1.e. | Form and use the past tense of frequently occurring irregular verbs.  |

**DOMAIN**

**Grade 2 Language Standards [L]**

| STATEMENT OF ENDURING KNOWLEDGE |   | Vocabulary Acquisition and Use   |
|---------------------------------|---|--|
| GSE STEM                        | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

## Rhode Island World-Class Standards

### Language Arts

#### Grade 2 - Adopted: 2021

#### DOMAIN College and Career Readiness Anchor Standards for Reading

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|----------|---|--|

#### DOMAIN College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 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. |
|----------|---|--|

#### DOMAIN College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|----------|---|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

#### DOMAIN College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

#### DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Comprehension and Collaboration</b> |
|--|--|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

|          |   |  |
|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
|----------|---|--|

**DOMAIN** **College and Career Readiness Anchor Standards for Language**

|  |  |                                       |
|--|--|---------------------------------------|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|--|--|---------------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
|----------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                              |
|-----------------|--|------------------------------|
| <b>GSE STEM</b> |  | <b>Key Ideas and Details</b> |
|-----------------|--|------------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |                            |
|-----------------|--|----------------------------|
| <b>GSE STEM</b> |  | <b>Craft and Structure</b> |
|-----------------|--|----------------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

|                 |  |   |
|-----------------|--|---|
| <b>GSE STEM</b> |  | <b>Integration of Knowledge and Ideas</b> |
|-----------------|--|---|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
|--|--|--|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|---|
|----------|--|---|

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Key Ideas and Details |
|----------|--|-----------------------|
|----------|--|-----------------------|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|--------------------|---|--|

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text. |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

| STATEMENT OF ENDURING KNOWLEDGE |  | Grade 2 Reading Standards for Informational Text [RI] |
|---------------------------------|--|---|
|---------------------------------|--|---|

| GSE STEM |  | Range of Reading and Level of Text Complexity |
|----------|--|---|
|----------|--|---|

|                    |    |   |
|--------------------|----|---|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

|          |   |   |
|----------|---|---|
| GSE STEM | 2 | Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
|----------|---|---|

**DOMAIN** **Grade 2 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

|          |   |   |
|----------|---|---|
| GSE STEM | 4 | Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
|----------|---|---|

|          |   |   |
|----------|---|---|
| GSE STEM | 5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.) |
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**DOMAIN** **Grade 2 Writing Standards [W]**

| STATEMENT OF ENDURING KNOWLEDGE |  | Research to Build and Present Knowledge |
|---------------------------------|--|---|
|---------------------------------|--|---|

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|----------|---|--|
| GSE STEM | 8 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
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**DOMAIN** College and Career Readiness Anchor Standards for Reading

| STATEMENT OF ENDURING KNOWLEDGE |  | Key Ideas and Details |
|---------------------------------|--|-----------------------|
|---------------------------------|--|-----------------------|

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|----------|---|--|
| GSE STEM | 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
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**DOMAIN** College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Text Types and Purposes |
|---------------------------------|--|-------------------------|
|---------------------------------|--|-------------------------|

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|----------|---|--|
| GSE STEM | 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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**DOMAIN** College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Production and Distribution of Writing |
|---------------------------------|--|--|
|---------------------------------|--|--|

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|----------|---|--|
| GSE STEM | 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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|          |   |   |
|----------|---|---|
| GSE STEM | 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|----------|---|---|

**DOMAIN** College and Career Readiness Anchor Standards for Writing

| STATEMENT OF ENDURING KNOWLEDGE |  | Range of Writing |
|---------------------------------|--|------------------|
|---------------------------------|--|------------------|

|          |    |   |
|----------|----|---|
| GSE STEM | 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|----------|----|---|

**DOMAIN** College and Career Readiness Anchor Standards for Speaking and Listening

| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|
|---------------------------------|--|---------------------------------|

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|----------|---|--|
| GSE STEM | 1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|----------|---|--|

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|----------|---|--|
| GSE STEM | 2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**DOMAIN** College and Career Readiness Anchor Standards for Language

| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|
|---------------------------------|--|--------------------------------|

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|----------|---|--|
| GSE STEM | 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. |
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**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                         |

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|--------------------|---|--|
| SPECIFIC INDICATOR | 2 | Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
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|--------------------|---|--|
| SPECIFIC INDICATOR | 3 | Describe how characters in a story respond to major events and challenges. |
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**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Craft and Structure</b>                           |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.) |
|--------------------|---|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Integration of Knowledge and Ideas</b>            |

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|--------------------|---|--|
| SPECIFIC INDICATOR | 7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
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**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Literature [RL]</b> |
| <b>GSE STEM</b>                        |  | <b>Range of Reading and Level of Text Complexity</b> |

|                    |    |  |
|--------------------|----|--|
| SPECIFIC INDICATOR | 10 | Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. |
|--------------------|----|--|

**DOMAIN** **Grade 2 Reading Standards**

|  |  |  |
|--|--|--|
| <b>STATEMENT OF ENDURING KNOWLEDGE</b> |  | <b>Grade 2 Reading Standards for Informational Text [RI]</b> |
| <b>GSE STEM</b>                        |  | <b>Key Ideas and Details</b>                                 |

|                    |   |  |
|--------------------|---|--|
| SPECIFIC INDICATOR | 1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|--------------------|---|--|

|                                 |      |   |
|---------------------------------|------|---|
| SPECIFIC INDICATOR              | 3    | Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.                                      |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Reading Standards</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Grade 2 Reading Standards for Informational Text [RI]   |
| GSE STEM                        |      | Range of Reading and Level of Text Complexity   |
| SPECIFIC INDICATOR              | 10   | Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Text Types and Purposes   |
| GSE STEM                        | 2    | Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Production and Distribution of Writing  |
| GSE STEM                        | 4    | Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                 |
| GSE STEM                        | 5    | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.(Begins in grade 3.)   |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Writing Standards [W]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Research to Build and Present Knowledge   |
| GSE STEM                        | 8    | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).  |
| <b>DOMAIN</b>                   |      | <b>Grade 2 Speaking and Listening Standards [SL]</b>  |
| STATEMENT OF ENDURING KNOWLEDGE |      | Comprehension and Collaboration   |
| GSE STEM                        | 1    | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |
| SPECIFIC INDICATOR              | 1.a. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                     |
| SPECIFIC INDICATOR              | 1.b. | Build on others' talk in conversations by linking their comments to the remarks of others.  |

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|--------------------|------|--|
| SPECIFIC INDICATOR | 1.c. | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
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**DOMAIN**

**Grade 2 Speaking and Listening Standards [SL]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Comprehension and Collaboration |
|---------------------------------|--|---------------------------------|

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|----------|---|---|
| GSE STEM | 2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|----------|---|---|

**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |  |                                 |
|---------------------------------|--|---------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Conventions of Standard English |
|---------------------------------|--|---------------------------------|

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|----------|---|---|
| GSE STEM | 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. |
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| SPECIFIC INDICATOR |  | Sentence Structure and Meaning |
|--------------------|--|--------------------------------|

|           |      |  |
|-----------|------|--|
| INDICATOR | 1.b. | Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. |
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**DOMAIN**

**Grade 2 Language Standards [L]**

|                                 |  |                                |
|---------------------------------|--|--------------------------------|
| STATEMENT OF ENDURING KNOWLEDGE |  | Vocabulary Acquisition and Use |
|---------------------------------|--|--------------------------------|

|          |   |  |
|----------|---|--|
| GSE STEM | 6 | Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) |
|----------|---|--|