

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

Secondary Criteria: Vermont Content Standards

Subject: Language Arts

Grade: 2

## Classroom Supplement and Lesson Plans, Second Grade

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### Vermont Content Standards

#### Language Arts

Grade 2 - Adopted: 2010 (CCSS)

#### STANDARD / STRAND VT.RL.2. Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.3.

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

#### STANDARD / STRAND VT.RL.2. Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Craft and Structure

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.4.

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

#### STANDARD / STRAND VT.RL.2. Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.7.

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

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
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**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

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|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STANDARD / STRAND**      **VT.W.2. Writing Standards**

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|---|--|--------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Text Types and Purposes</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.2. | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
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**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Research to Build and Present Knowledge</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.7.          | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).                                    |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |

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| GRADE LEVEL EXPECTATION                         | L.2.1(e)       | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| <b>STANDARD / STRAND</b>                        | <b>VT.L.2.</b> | <b>Language Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                | <b>Vocabulary Acquisition and Use</b>  |

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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
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## Vermont Content Standards

### Language Arts

#### Grade 2 - Adopted: 2010 (CCSS)

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>            |

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
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| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>              |

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|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
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|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Integration of Knowledge and Ideas</b> |

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

**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
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|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
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**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Research to Build and Present Knowledge</b> |
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|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
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**STANDARD / STRAND**      **VT.SL.2.**      **Speaking and Listening Standards**

|   |  |  |
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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.1. | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
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|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
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| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
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| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
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**STANDARD / STRAND**      **VT.SL.2.**      **Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
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**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|  |        |   |
|--|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |        | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | L.2.1. | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

GRADE LEVEL EXPECTATION      L.2.1(e)      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / STRAND**      **VT.L.2.      Language Standards**

|   |  |                                       |
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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      L.2.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.      Reading Standards for Literature**

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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.2.      Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.3.      Describe how characters in a story respond to major events and challenges.

**STANDARD / STRAND**      **VT.RL.2.      Reading Standards for Literature**

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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.4.      Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
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**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
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**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STANDARD / STRAND**      **VT.RF.2. Reading Standards: Foundational Skills**

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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Phonics and Word Recognition</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
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| GRADE LEVEL EXPECTATION                              | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.2.</b>   | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.2(c)        | Use an apostrophe to form contractions and frequently occurring possessives.  |

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## Vermont Content Standards

### Language Arts

Grade 2 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
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|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
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**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
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|   |         |  |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.9. | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
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**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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|   |          |   |
|---|----------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|---|

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

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|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|--|

**STANDARD / STRAND**      **VT.RF.2.      Reading Standards: Foundational Skills**

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|---|--|-------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Phonics and Word Recognition</b> |
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| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |
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|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
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| GRADE LEVEL EXPECTATION | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
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**STANDARD / STRAND**      **VT.SL.2.      Speaking and Listening Standards**

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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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|  |                |  |
|--|----------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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> |
|--|----------------|--|

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(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). |
|-------------------------|-----------|---|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
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|  |                 |  |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Presentation of Knowledge and Ideas</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.6.         | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| GRADE LEVEL EXPECTATION                              | L.2.1(f)        | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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>             |
| GRADE LEVEL EXPECTATION                              | L.2.4(d)        | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).                          |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>  |

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

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|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RI.2.    Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|--|

**STANDARD / STRAND**      **VT.RF.2.      Reading Standards: Foundational Skills**

|   |  |                                     |
|---|--|-------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Phonics and Word Recognition</b> |
|---|--|-------------------------------------|

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|--|----------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |
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| GRADE LEVEL EXPECTATION | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
|-------------------------|-----------|--|

**STANDARD / STRAND**      **VT.RF.2.      Reading Standards: Foundational Skills**

|   |  |                |
|---|--|----------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Fluency</b> |
|---|--|----------------|

|  |                |  |
|--|----------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
|--|----------------|--|

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
|-------------------------|-----------|---|

**STANDARD / STRAND**      **VT.SL.2.      Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|  |                |  |
|--|----------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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> |
|--|----------------|--|

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(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). |
|-------------------------|-----------|---|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
|-------------------------|-----------|--|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|-------------------------|-----------|--|

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
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**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |                 |  |
|---|-----------------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Integration of Knowledge and Ideas</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                        | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Phonics and Word Recognition</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RF.2.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| GRADE LEVEL EXPECTATION                         | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| GRADE LEVEL EXPECTATION                         | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Comprehension and Collaboration</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.1.         | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(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). |
| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.L.2.      Language Standards**

|  |        |   |
|--|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |        | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | L.2.1. | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

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

**STANDARD / STRAND**      **VT.L.2.      Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.      Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|  |                 |  |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.3.         | Describe how characters in a story respond to major events and challenges.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Integration of Knowledge and Ideas</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |         |   |
|---|---------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |         | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)      | Use adjectives and adverbs, and choose between them depending on what is to be modified.                      |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.2(c)      | Use an apostrophe to form contractions and frequently occurring possessives.  |

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|  |        |  |
|--|--------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |        | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | L.2.4. | <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> |

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

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      L.2.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.2.      Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.3.      Describe how characters in a story respond to major events and challenges.

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

|  |                 |  |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)       | Decode words with common prefixes and suffixes.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Production and Distribution of Writing</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |         |   |
|---|---------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |         | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.1(c)      | Use reflexive pronouns (e.g., myself, ourselves).   |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)      | Use adjectives and adverbs, and choose between them depending on what is to be modified.                      |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |  |
|--|---------------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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> |

|   |                |   |
|---|----------------|---|
| GRADE LEVEL EXPECTATION                         | L.2.4(d)       | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). |
| <b>STANDARD / STRAND</b>                        | <b>VT.L.2.</b> | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                | <b>Vocabulary Acquisition and Use</b>   |

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

Week 07: Unit 2 Summarizing from Notes, p. 85-91

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>            |

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>              |

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Integration of Knowledge and Ideas</b> |

|  |                 |  |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.10.        | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |         |   |
|---|---------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |         | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.1(c)      | Use reflexive pronouns (e.g., myself, ourselves).   |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)      | Use adjectives and adverbs, and choose between them depending on what is to be modified.                      |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |  |
|--|---------------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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> |

|   |                |   |
|---|----------------|---|
| GRADE LEVEL EXPECTATION                         | L.2.4(c)       | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| <b>STANDARD / STRAND</b>                        | <b>VT.L.2.</b> | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.6.         | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.2.         | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>              |

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Integration of Knowledge and Ideas</b> |

|  |                 |  |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.10.        | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |         |   |
|---|---------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |         | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)      | Use adjectives and adverbs, and choose between them depending on what is to be modified.                      |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |   |
|---|----------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|---|

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|--|

**STANDARD / STRAND**      **VT.RF.2.      Reading Standards: Foundational Skills**

|   |  |                                     |
|---|--|-------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Phonics and Word Recognition</b> |
|---|--|-------------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
|---|---------|--|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
|-------------------------|-----------|--|

**STANDARD / STRAND**      **VT.SL.2.      Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.1. | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
|---|---------|---|

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(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). |
|-------------------------|-----------|---|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
|-------------------------|-----------|--|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|-------------------------|-----------|--|

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      SL.2.2.      Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|  |               |   |
|--|---------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|---------------|---|

GRADE LEVEL EXPECTATION      L.2.1(e)      Use adjectives and adverbs, and choose between them depending on what is to be modified.

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|  |               |  |
|--|---------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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> |
|--|---------------|--|

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

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      L.2.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
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**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
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**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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|---|----------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Production and Distribution of Writing</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>   |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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).  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.   |

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|--|-----------------|---|
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)        | Use adjectives and adverbs, and choose between them depending on what is to be modified.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Vocabulary Acquisition and Use</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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>                                      |
| GRADE LEVEL EXPECTATION                              | L.2.4(c)        | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | L.2.6.          | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

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

## Language Arts

### Grade 2 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Key Ideas and Details**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.3.

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

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Craft and Structure**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.4.

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

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.7.

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

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**

**Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.10.

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

**STANDARD / STRAND**      **VT.RI.2.**      **Reading Standards for Informational Text**

|  |                 |  |
|--|-----------------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)       | Decode words with common prefixes and suffixes.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Production and Distribution of Writing</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>   |

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|--|-----------------|---|
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)        | Use adjectives and adverbs, and choose between them depending on what is to be modified.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.2.</b>   | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.2(c)        | Use an apostrophe to form contractions and frequently occurring possessives.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Vocabulary Acquisition and Use</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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>            |

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|---|----------------|---|
| GRADE LEVEL EXPECTATION                         | L.2.4(c)       | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| GRADE LEVEL EXPECTATION                         | L.2.4(d)       | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).   |
| <b>STANDARD / STRAND</b>                        | <b>VT.L.2.</b> | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.6.         | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

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

## Vermont Content Standards

### Language Arts

Grade 2 - Adopted: 2010 (CCSS)

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.2.         | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.3.         | Describe how characters in a story respond to major events and challenges.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.4.         | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |

|  |                 |   |
|--|-----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Integration of Knowledge and Ideas</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.10.        | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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).           |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |

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

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
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Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

**Vermont Content Standards**  
**Language Arts**  
**Grade 2 - Adopted: 2010 (CCSS)**

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|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>            |

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

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|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>              |

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

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|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Integration of Knowledge and Ideas</b> |

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|---|---------|--|

|                          |                 |   |
|--------------------------|-----------------|---|
| <b>STANDARD / STRAND</b> | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
|--------------------------|-----------------|---|

|  |                 |  |
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| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.10.        | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)       | Decode words with common prefixes and suffixes.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Production and Distribution of Writing</b>  |

|  |                 |   |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)        | Use adjectives and adverbs, and choose between them depending on what is to be modified.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |

|  |               |   |
|--|---------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|---------------|---|

GRADE LEVEL EXPECTATION      L.2.2(c)      Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|  |               |  |
|--|---------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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> |
|--|---------------|--|

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

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      L.2.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.2.      Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.3.      Describe how characters in a story respond to major events and challenges.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.4.      Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.RF.2. Reading Standards: Foundational Skills**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Phonics and Word Recognition</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)      | Know spelling-sound correspondences for additional common vowel teams.                |
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)      | Decode words with common prefixes and suffixes.                                       |

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Production and Distribution of Writing</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|---|---------|---|

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |        |  |
|---|--------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Conventions of Standard English</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
|-------------------------|----------|--|

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |

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

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

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

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

|  |                 |  |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)       | Decode words with common prefixes and suffixes.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Production and Distribution of Writing</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Research to Build and Present Knowledge</b>   |

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
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**STANDARD / STRAND**      **VT.SL.2.    Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|  |                |  |
|--|----------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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> |
|--|----------------|--|

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(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). |
|-------------------------|-----------|---|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
|-------------------------|-----------|--|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|-------------------------|-----------|--|

**STANDARD / STRAND**      **VT.SL.2.    Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|---|---------|---|

**STANDARD / STRAND**      **VT.L.2.    Language Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|  |               |   |
|--|---------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|---------------|---|

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
|-------------------------|----------|--|

**STANDARD / STRAND**      **VT.L.2.    Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|  |                |   |
|--|----------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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>                                      |
| GRADE LEVEL EXPECTATION                              | L.2.4(c)       | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b> | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | L.2.6.         | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.2.         | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.3.         | Describe how characters in a story respond to major events and challenges.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.4.         | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |

|  |                 |  |
|--|-----------------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Integration of Knowledge and Ideas</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RL.2.10.        | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |

|  |                 |   |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)       | Decode words with common prefixes and suffixes.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Production and Distribution of Writing</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |

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| GRADE LEVEL EXPECTATION                              | L.2.1(e)       | Use adjectives and adverbs, and choose between them depending on what is to be modified.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b> | <b>Language Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Conventions of Standard English</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.2.</b>  | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>  |
| GRADE LEVEL EXPECTATION                              | L.2.2(c)       | Use an apostrophe to form contractions and frequently occurring possessives.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b> | <b>Language Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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>   |
| GRADE LEVEL EXPECTATION                              | L.2.4(c)       | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b> | <b>Language Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.5.</b>  | <b>Demonstrate understanding of word relationships and nuances in word meanings.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.5(b)       | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b> | <b>Language Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.6.</b>  | <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b> |

# Vermont Content Standards

## Language Arts

### Grade 2 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Key Ideas and Details**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.2.      Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.3.      Describe how characters in a story respond to major events and challenges.

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Craft and Structure**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.4.      Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|--|

**STANDARD / STRAND**      **VT.RF.2.      Reading Standards: Foundational Skills**

|   |  |                                     |
|---|--|-------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Phonics and Word Recognition</b> |
|---|--|-------------------------------------|

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|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
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|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
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|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
|-------------------------|-----------|--|

**STANDARD / STRAND**      **VT.W.2.      Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
|---|--------|---|

**STANDARD / STRAND**      **VT.SL.2.      Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|  |                 |   |
|--|-----------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Presentation of Knowledge and Ideas</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.4.         | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)        | Use adjectives and adverbs, and choose between them depending on what is to be modified.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |

|  |               |   |
|--|---------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|---------------|---|

GRADE LEVEL EXPECTATION      L.2.2(c)      Use an apostrophe to form contractions and frequently occurring possessives.

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|  |               |  |
|--|---------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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> |
|--|---------------|--|

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

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      L.2.6.      Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.2.      Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.3.      Describe how characters in a story respond to major events and challenges.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.4.      Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.RF.2. Reading Standards: Foundational Skills**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Phonics and Word Recognition</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |
| GRADE LEVEL EXPECTATION                              | RF.2.3(a)      | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)      | Know spelling-sound correspondences for additional common vowel teams.                |
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)      | Decode words with common prefixes and suffixes.                                       |

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Production and Distribution of Writing</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |        |  |
|---|--------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Research to Build and Present Knowledge</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |

|   |                 |   |
|---|-----------------|---|
| GRADE LEVEL EXPECTATION                         | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                         | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Conventions of Standard English</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.1.          | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| GRADE LEVEL EXPECTATION                         | L.2.1(e)        | Use adjectives and adverbs, and choose between them depending on what is to be modified.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.4.          | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   |
| GRADE LEVEL EXPECTATION                         | L.2.4(c)        | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| <b>STANDARD / STRAND</b>                        | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.6.          | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

## Vermont Content Standards

### Language Arts

Grade 2 - Adopted: 2010 (CCSS)

#### STANDARD / STRAND      VT.RL.2.      Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.3.

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

#### STANDARD / STRAND      VT.RL.2.      Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Craft and Structure

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.4.

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

#### STANDARD / STRAND      VT.RL.2.      Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.7.

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

#### STANDARD / STRAND      VT.RL.2.      Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.10.

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

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|--|

**STANDARD / STRAND**      **VT.RF.2.      Reading Standards: Foundational Skills**

|   |  |                                     |
|---|--|-------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Phonics and Word Recognition</b> |
|---|--|-------------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RF.2.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
|---|---------|--|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words. |
|-------------------------|-----------|--|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams. |
|-------------------------|-----------|--|

**STANDARD / STRAND**      **VT.W.2.      Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
|---|--------|---|

**STANDARD / STRAND**      **VT.W.2.      Writing Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Research to Build and Present Knowledge</b> |
|---|--|--|

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|---|--------|--|

**STANDARD / STRAND**      **VT.SL.2.    Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|  |                |  |
|--|----------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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> |
|--|----------------|--|

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(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). |
|-------------------------|-----------|---|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
|-------------------------|-----------|--|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
|-------------------------|-----------|--|

**STANDARD / STRAND**      **VT.SL.2.    Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|---|---------|---|

**STANDARD / STRAND**      **VT.L.2.    Language Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|  |               |   |
|--|---------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
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|                         |          |  |
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| GRADE LEVEL EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
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**STANDARD / STRAND**      **VT.L.2.    Language Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|  |                |   |
|--|----------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.2.</b>  | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.2(d)       | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b> | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | L.2.6.         | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.2.         | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.3.         | Describe how characters in a story respond to major events and challenges.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.4.         | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |

|   |                 |  |
|---|-----------------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Integration of Knowledge and Ideas</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.10.        | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                        | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Phonics and Word Recognition</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RF.2.3.         | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| GRADE LEVEL EXPECTATION                         | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |

**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |                                |
|---|--|--------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.2. | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
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**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
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**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Research to Build and Present Knowledge</b> |
|---|--|--|

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|---|--------|--|

**STANDARD / STRAND**      **VT.SL.2.**      **Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

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

**STANDARD / STRAND**      **VT.SL.2.**      **Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|---|---------|---|

|                          |                |                           |
|--------------------------|----------------|---------------------------|
| <b>STANDARD / STRAND</b> | <b>VT.L.2.</b> | <b>Language Standards</b> |
|--------------------------|----------------|---------------------------|

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---|--------|--|

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
|-------------------------|----------|--|

|                          |                |                           |
|--------------------------|----------------|---------------------------|
| <b>STANDARD / STRAND</b> | <b>VT.L.2.</b> | <b>Language Standards</b> |
|--------------------------|----------------|---------------------------|

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

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

## Vermont Content Standards

### Language Arts

Grade 2 - Adopted: 2010 (CCSS)

|                          |                 |   |
|--------------------------|-----------------|---|
| <b>STANDARD / STRAND</b> | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
|--------------------------|-----------------|---|

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.4.      Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.RF.2. Reading Standards: Foundational Skills**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Phonics and Word Recognition</b>   |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b> | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b> |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)      | Know spelling-sound correspondences for additional common vowel teams.                |
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)      | Decode words with common prefixes and suffixes.                                       |

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |        |  |
|---|--------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Text Types and Purposes</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.2. | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Production and Distribution of Writing</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |        |  |
|---|--------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Research to Build and Present Knowledge</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|  |                 |   |
|--|-----------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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).                           |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)        | Use adjectives and adverbs, and choose between them depending on what is to be modified.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | L.2.6.          | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

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

## Vermont Content Standards

### Language Arts

Grade 2 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |   |
|---|----------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|---|

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|  |                 |  |
|--|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                             | <b>VT.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Phonics and Word Recognition</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>RF.2.3.</b>  | <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  |
| GRADE LEVEL EXPECTATION                              | RF.2.3(a)       | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(b)       | Know spelling-sound correspondences for additional common vowel teams.   |
| GRADE LEVEL EXPECTATION                              | RF.2.3(d)       | Decode words with common prefixes and suffixes.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Text Types and Purposes</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.2.          | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Production and Distribution of Writing</b>  |

|  |                 |   |
|--|-----------------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.W.2.</b>  | <b>Writing Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Research to Build and Present Knowledge</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | W.2.8.          | Recall information from experiences or gather information from provided sources to answer a question.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| <b>STANDARD / STRAND</b>                             | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL        | SL.2.2.         | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| <b>STANDARD / STRAND</b>                             | <b>VT.L.2.</b>  | <b>Language Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                 | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
|-------------------------|----------|--|

**STANDARD / STRAND**      **VT.L.2.      Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.2.</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives. |
|-------------------------|----------|--|

**STANDARD / STRAND**      **VT.L.2.      Language Standards**

|  |               |  |
|--|---------------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.4.</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> |

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

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

**STANDARD / STRAND**      **VT.L.2.      Language Standards**

|  |               |  |
|--|---------------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Vocabulary Acquisition and Use</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.6.</b> | <b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b> |

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

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.      Reading Standards for Literature**

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

|   |                 |  |
|---|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Text Types and Purposes</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.2.          | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Production and Distribution of Writing</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Research to Build and Present Knowledge</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.7.          | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.8.          | Recall information from experiences or gather information from provided sources to answer a question.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |         |   |
|---|---------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |         | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)      | Use adjectives and adverbs, and choose between them depending on what is to be modified.                      |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

## Vermont Content Standards

### Language Arts

Grade 2 - Adopted: 2010 (CCSS)

#### STANDARD / STRAND      VT.RL.2.      Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.3.

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

#### STANDARD / STRAND      VT.RL.2.      Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Craft and Structure

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.4.

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

#### STANDARD / STRAND      VT.RL.2.      Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.7.

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

#### STANDARD / STRAND      VT.RL.2.      Reading Standards for Literature

##### ESSENTIAL KNOWLEDGE AND SKILL / STANDARD

##### Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL

RL.2.10.

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

**STANDARD / STRAND**      **VT.RI.2.**      **Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / STRAND**      **VT.RI.2.**      **Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |                                |
|---|--|--------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      W.2.2.      Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      W.2.5.      With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Research to Build and Present Knowledge</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      W.2.7.      Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |         |   |
|---|---------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |         | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)      | Use adjectives and adverbs, and choose between them depending on what is to be modified.                      |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

## Vermont Content Standards

### Language Arts

Grade 2 - Adopted: 2010 (CCSS)

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|---|---------|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
|---|---------|---|

**STANDARD / STRAND**      **VT.RL.2.    Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |   |
|---|----------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|---|

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|--|

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |  |                                |
|---|--|--------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.3. | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
|---|--------|--|

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
|---|--------|---|

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |        |  |
|---|--------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Research to Build and Present Knowledge</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |         |   |
|---|---------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |         | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)      | Use adjectives and adverbs, and choose between them depending on what is to be modified.                      |

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

Week 26: Unit 5 Writing from Pictures, p. 247-253

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|---|---------|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.5. | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
|---|---------|---|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.7.      Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RL.2.10.      By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.3.      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      RI.2.10.      By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |  |                                |
|---|--|--------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL      W.2.3.      Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**STANDARD / STRAND**      **VT.W.2. Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
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**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
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|--|----------------|--|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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> |
|--|----------------|--|

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(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). |
|-------------------------|-----------|---|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others. |
|-------------------------|-----------|--|

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
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**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|---|---------|---|

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

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|--|---------------|---|
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|---------------|---|

|                         |          |   |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
|-------------------------|----------|---|

|   |                |  |
|---|----------------|--|
| GRADE LEVEL EXPECTATION                         | L.2.1(e)       | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| <b>STANDARD / STRAND</b>                        | <b>VT.L.2.</b> | <b>Language Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                | <b>Vocabulary Acquisition and Use</b>  |

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

Week 27: Unit 5 Writing from Pictures, p. 255-261

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>            |

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|---|---------|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

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|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

|   |                 |   |
|---|-----------------|---|
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b> |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>              |

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

|   |                 |  |
|---|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.5.         | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Integration of Knowledge and Ideas</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.10.        | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Text Types and Purposes</b>   |

|   |                 |  |
|---|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.3.          | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Production and Distribution of Writing</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Research to Build and Present Knowledge</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.7.          | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).   |
| <b>STANDARD / STRAND</b>                        | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Comprehension and Collaboration</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.1.         | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
| GRADE LEVEL EXPECTATION                         | SL.2.1(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).  |
| GRADE LEVEL EXPECTATION                         | SL.2.1(b)       | Build on others' talk in conversations by linking their comments to the remarks of others.   |
| GRADE LEVEL EXPECTATION                         | SL.2.1(c)       | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.SL.2.</b> | <b>Speaking and Listening Standards</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Comprehension and Collaboration</b>   |

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|---|---------|---|

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |        |  |
|---|--------|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Conventions of Standard English</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

|                         |          |   |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
|-------------------------|----------|---|

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
|-------------------------|----------|--|

**STANDARD / STRAND**      **VT.L.2.**      **Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

Week 28: Unit 5 Writing from Pictures, p. 263-269

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2.**      **Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
|---|---------|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |                 |   |
|---|-----------------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.3.         | Describe how characters in a story respond to major events and challenges.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Craft and Structure</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.4.         | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.5.         | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Integration of Knowledge and Ideas</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.7.         | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.RL.2.</b> | <b>Reading Standards for Literature</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Range of Reading and Level of Text Complexity</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RL.2.10.        | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Key Ideas and Details</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  |

**STANDARD / STRAND**      **VT.RI.2.**      **Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|--|

**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |                                |
|---|--|--------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.3. | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
|---|--------|--|

**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
|---|--------|---|

**STANDARD / STRAND**      **VT.W.2.**      **Writing Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Research to Build and Present Knowledge</b> |
|---|--|--|

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
|---|--------|--|

**STANDARD / STRAND**      **VT.SL.2.**      **Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.1. | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
|---|---------|---|

|                         |           |   |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | SL.2.1(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). |
| GRADE LEVEL EXPECTATION | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Comprehension and Collaboration**

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|---|---------|---|

**STANDARD / STRAND**      **VT.L.2. Language Standards**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Conventions of Standard English**

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.1. | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|---|--------|---|

|                         |          |   |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). |
|-------------------------|----------|---|

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
|-------------------------|----------|--|

**STANDARD / STRAND**      **VT.L.2. Language Standards**

**ESSENTIAL KNOWLEDGE AND SKILL / STANDARD**      **Vocabulary Acquisition and Use**

|   |        |   |
|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |
|---|--------|---|

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

**Vermont Content Standards**

**Language Arts**

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
|---|---------|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

|   |         |  |
|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
|---|---------|--|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |   |
|---|----------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|---|

**STANDARD / STRAND**      **VT.RI.2. Reading Standards for Informational Text**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|   |                 |  |
|---|-----------------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.1.         | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.3.         | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | RI.2.10.        | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Text Types and Purposes</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.2.          | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Production and Distribution of Writing</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.5.          | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| <b>STANDARD / STRAND</b>                        | <b>VT.W.2.</b>  | <b>Writing Standards</b>   |
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |                 | <b>Research to Build and Present Knowledge</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | W.2.7.          | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).   |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|  |                |   |
|--|----------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |                | <b>Comprehension and Collaboration</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>SL.2.1.</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>                                  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(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). |
| GRADE LEVEL EXPECTATION                              | SL.2.1(b)      | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| GRADE LEVEL EXPECTATION                              | SL.2.1(c)      | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |

**STANDARD / STRAND**      **VT.SL.2. Speaking and Listening Standards**

|   |         |   |
|---|---------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |         | <b>Comprehension and Collaboration</b>  |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|  |               |   |
|--|---------------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b>      |               | <b>Conventions of Standard English</b>  |
| <b>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</b> | <b>L.2.1.</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
| GRADE LEVEL EXPECTATION                              | L.2.1(e)      | Use adjectives and adverbs, and choose between them depending on what is to be modified.                      |

**STANDARD / STRAND**      **VT.L.2. Language Standards**

|   |        |   |
|---|--------|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |        | <b>Vocabulary Acquisition and Use</b>   |
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL   | L.2.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

**Vermont Content Standards**

**Language Arts**

**Grade 2 - Adopted: 2010 (CCSS)**

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                              |
|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

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|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.2. | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
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|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.3. | Describe how characters in a story respond to major events and challenges. |
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**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |                            |
|---|--|----------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

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|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.4. | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
|---|---------|---|

**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

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|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.7. | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
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**STANDARD / STRAND**      **VT.RL.2. Reading Standards for Literature**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |   |
|---|----------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---|----------|---|

**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

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|---|--|------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

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|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.1. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
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|---|---------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
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**STANDARD / STRAND**      **VT.RI.2.      Reading Standards for Informational Text**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

|   |          |  |
|---|----------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STANDARD / STRAND**      **VT.W.2.      Writing Standards**

|   |  |                                |
|---|--|--------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

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| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.2. | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
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**STANDARD / STRAND**      **VT.W.2.      Writing Standards**

|   |  |   |
|---|--|---|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

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|---|--------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.5. | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
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**STANDARD / STRAND**      **VT.W.2.      Writing Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Research to Build and Present Knowledge</b> |
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|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | W.2.7. | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
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**STANDARD / STRAND**      **VT.SL.2.    Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.1. | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
|---|---------|---|

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

|                         |           |  |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
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**STANDARD / STRAND**      **VT.SL.2.    Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

|   |         |   |
|---|---------|---|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | SL.2.2. | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
|---|---------|---|

**STANDARD / STRAND**      **VT.L.2.    Language Standards**

|   |  |  |
|---|--|--|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|   |        |  |
|---|--------|--|
| GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL | L.2.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---|--------|--|

|                         |          |  |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified. |
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**STANDARD / STRAND**      **VT.L.2.    Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

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GRADE LEVEL  
EXPECTATION /  
KNOWLEDGE  
AND SKILL

L.2.6.

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