

Main Criteria: Classroom Supplement Units Grade 2
Secondary Criteria: Vermont Framework of Standards
Subject: Language Arts
Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Vermont Framework of Standards
Language Arts
Grade 2 - Adopted: 2010

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.2.1.	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
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.
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
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 /	VT.RI.2.	Reading Standards for Informational Text

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
STANDARD / STRAND	VT.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND	VT.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.1.	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / STRAND	VT.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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.
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.
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.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
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).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE		Conventions of Standard English

AND SKILL / STANDARD		
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(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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).
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).

Unit 1

Vermont Framework of Standards
Language Arts
Grade 2 - Adopted: 2010

STANDARD / STRAND	VT.RL.2.	Reading Standards for Literature
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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
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.
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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.

STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / STRAND	VT.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.2.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / STRAND	VT.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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.
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.
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION /	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

KNOWLEDGE AND SKILL		
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
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.
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).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.

AND SKILL		
GRADE LEVEL EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
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).

Unit 2

Vermont Framework of Standards

Language Arts

Grade 2 - Adopted: 2010

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.2.1.	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
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.
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.

GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / STRAND	VT.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.2.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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.
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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 /	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

KNOWLEDGE AND SKILL		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / STRAND	VT.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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.
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.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
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.
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).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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(a)	Capitalize holidays, product names, and geographic names.
GRADE LEVEL EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE		Knowledge of Language

AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
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).

Unit 3

Vermont Framework of Standards
Language Arts
Grade 2 - Adopted: 2010

STANDARD / STRAND	VT.RL.2.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE	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.

AND SKILL		
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.
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.

EXPECTATION		
STANDARD / STRAND	VT.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.2.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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.
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

AND SKILL		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / STRAND	VT.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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.
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.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
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.
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).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
GRADE LEVEL EXPECTATION	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
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).

Unit 4

Vermont Framework of Standards

Language Arts

Grade 2 - Adopted: 2010

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.2.1.	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
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.
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

AND SKILL		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STANDARD / STRAND	VT.RI.2.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / STRAND	VT.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.2.	Writing Standards
ESSENTIAL		Text Types and Purposes

KNOWLEDGE AND SKILL / STANDARD		
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.
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / STRAND	VT.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas

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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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.
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.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
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.
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).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use

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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
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).

Unit 5

Vermont Framework of Standards

Language Arts

Grade 2 - Adopted: 2010

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.2.1.	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
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.
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / STRAND	VT.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on

EXPECTATION		successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.2.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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.
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

STANDARD / STRAND	VT.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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.
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.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
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.
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).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE		Vocabulary Acquisition and Use

AND SKILL / STANDARD		
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
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).

Unit 7

Vermont Framework of Standards

Language Arts

Grade 2 - Adopted: 2010

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.2.1.	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
ESSENTIAL		Craft and Structure

KNOWLEDGE AND SKILL / STANDARD		
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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Phonics and Word Recognition
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.
GRADE LEVEL EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
GRADE LEVEL EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
GRADE LEVEL EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GRADE LEVEL EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / STRAND	VT.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL	RF.2.4(a)	Read on-level text with purpose and understanding.

EXPECTATION		
GRADE LEVEL EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
GRADE LEVEL EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.2.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
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.
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information

EXPECTATION / KNOWLEDGE AND SKILL		presented orally or through other media.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STANDARD / STRAND	VT.SL.2.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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.
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.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
GRADE LEVEL EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
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(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).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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.
GRADE LEVEL EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STANDARD /	VT.L.2.	Language Standards

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
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).
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).