

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Indiana Academic Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Indiana Academic Standards

Language Arts

Grade 2 - Adopted: 2014

STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	2.RF.1.1.	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	2.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	2.RF.4.3.	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
INDICATOR / STANDARD	2.RF.4.6.	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	2.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	2.RL.2.1.	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
INDICATOR / STANDARD	2.RL.2.2.	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR /	2.RL.2.3.	Describe how characters in a story respond to major events and how characters affect

STANDARD		the plot.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	2.RL.3.1.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	2.RL.4.1.	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	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	2.RN.1.1.	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	2.RN.2.1.	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	2.RN.3.3.	Identify what the author wants to answer, explain, or describe in the text.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	2.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	2.RV.2.1.	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
INDICATOR / STANDARD	2.RV.2.4.	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	2.RV.3.2.	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
STANDARD / STRAND	IN.2.W.	WRITING

PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	2.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	2.W.6.1a.	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	2.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2c.	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	2.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	2.SL.2.3.	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
INDICATOR / STANDARD	2.SL.2.4.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
INDICATOR / STANDARD	2.SL.2.5.	Build on others' talk in conversations by linking comments to the remarks of others.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	2.SL.3.1.	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	2.SL.3.2.	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

Unit 1

Indiana Academic Standards

Language Arts

Grade 2 - Adopted: 2014

STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	2.RF.1.1.	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories

INDICATOR / STANDARD	2.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	2.RF.4.3.	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
INDICATOR / STANDARD	2.RF.4.4.	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
INDICATOR / STANDARD	2.RF.4.6.	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	2.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	2.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	2.RL.2.1.	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
INDICATOR / STANDARD	2.RL.2.2.	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / STANDARD	2.RL.2.3.	Describe how characters in a story respond to major events and how characters affect the plot.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	2.RL.3.1.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	2.RL.4.1.	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	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT /	2.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently

SUBSTRAND		
INDICATOR / STANDARD	2.RN.1.1.	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	2.RN.2.1.	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
INDICATOR / STANDARD	2.RN.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	2.RN.3.3.	Identify what the author wants to answer, explain, or describe in the text.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas
INDICATOR / STANDARD	2.RN.4.1.	Describe how an author uses facts to support specific points in a text.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	2.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	2.RV.2.1.	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
INDICATOR / STANDARD	2.RV.2.4.	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	2.RV.3.2.	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	2.W.3.2.	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT /	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English

SUBSTRAND		
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	2.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	2.W.6.1a.	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
INDICATOR	2.W.6.1b.	Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
INDICATOR	2.W.6.1c.	Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	2.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2b.	Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.
INDICATOR	2.W.6.2c.	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	2.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	2.SL.2.3.	Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.
INDICATOR / STANDARD	2.SL.2.4.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
INDICATOR / STANDARD	2.SL.2.5.	Build on others’ talk in conversations by linking comments to the remarks of others.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	2.SL.3.1.	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	2.SL.3.2.	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

Unit 2

Indiana Academic Standards

Language Arts

Grade 2 - Adopted: 2014

STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	2.RF.1.1.	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build

		foundational reading skills.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	2.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	2.RF.4.3.	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
INDICATOR / STANDARD	2.RF.4.4.	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
INDICATOR / STANDARD	2.RF.4.6.	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	2.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	2.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	2.RL.2.1.	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
INDICATOR / STANDARD	2.RL.2.2.	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / STANDARD	2.RL.2.3.	Describe how characters in a story respond to major events and how characters affect the plot.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	2.RL.3.1.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

INDICATOR / STANDARD	2.RL.4.1.	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	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	2.RN.1.1.	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	2.RN.2.1.	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
INDICATOR / STANDARD	2.RN.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	2.RN.3.3.	Identify what the author wants to answer, explain, or describe in the text.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	2.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	2.RV.2.1.	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
INDICATOR / STANDARD	2.RV.2.4.	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	2.RV.3.2.	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	2.W.1.1.	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR /		INFORMATIVE

STANDARD		
EXPECTATION / INDICATOR	2.W.3.2.	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	2.W.3.3.	Develop topics for friendly letters, stories, poems, and other narrative purposes that –
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	2.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	2.W.6.1a.	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
INDICATOR	2.W.6.1b.	Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
INDICATOR	2.W.6.1c.	Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	2.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2a.	Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.
INDICATOR	2.W.6.2b.	Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.
INDICATOR	2.W.6.2c.	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	2.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	2.SL.2.3.	Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.
INDICATOR / STANDARD	2.SL.2.4.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
INDICATOR / STANDARD	2.SL.2.5.	Build on others’ talk in conversations by linking comments to the remarks of others.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR /	2.SL.3.1.	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and

STANDARD		paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	2.SL.3.2.	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

Unit 3

Indiana Academic Standards

Language Arts

Grade 2 - Adopted: 2014

STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	2.RF.1.1.	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	2.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	2.RF.4.3.	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
INDICATOR / STANDARD	2.RF.4.4.	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
INDICATOR / STANDARD	2.RF.4.6.	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	2.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	2.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	2.RL.2.1.	Ask and answer questions (e.g., who was the story about; why did an event happen;

STANDARD		where did the story happen) to demonstrate understanding of main idea and key details in a text.
INDICATOR / STANDARD	2.RL.2.2.	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / STANDARD	2.RL.2.3.	Describe how characters in a story respond to major events and how characters affect the plot.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	2.RL.3.1.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	2.RL.4.1.	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	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	2.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	2.RV.2.1.	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
INDICATOR / STANDARD	2.RV.2.4.	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	2.W.1.1.	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	2.W.3.3.	Develop topics for friendly letters, stories, poems, and other narrative purposes that –
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	2.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	2.W.6.1a.	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

INDICATOR	2.W.6.1b.	Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
INDICATOR	2.W.6.1c.	Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	2.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2b.	Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.
INDICATOR	2.W.6.2c.	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	2.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	2.SL.2.3.	Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.
INDICATOR / STANDARD	2.SL.2.4.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
INDICATOR / STANDARD	2.SL.2.5.	Build on others’ talk in conversations by linking comments to the remarks of others.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	2.SL.3.1.	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	2.SL.3.2.	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

Unit 4

Indiana Academic Standards

Language Arts

Grade 2 - Adopted: 2014

STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	2.RF.1.1.	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR /	2.RF.2.1.	Students are expected to build upon and continue applying concepts learned

STANDARD		previously.
INDICATOR / STANDARD	2.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	2.RF.4.3.	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
INDICATOR / STANDARD	2.RF.4.4.	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
INDICATOR / STANDARD	2.RF.4.6.	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	2.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	2.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	2.RL.2.1.	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
INDICATOR / STANDARD	2.RL.2.2.	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / STANDARD	2.RL.2.3.	Describe how characters in a story respond to major events and how characters affect the plot.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	2.RL.3.1.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	2.RL.4.1.	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	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently

INDICATOR / STANDARD	2.RN.1.1.	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	2.RN.2.1.	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
INDICATOR / STANDARD	2.RN.2.2.	Identify the main idea of a multi-paragraph text and the topic of each paragraph.
INDICATOR / STANDARD	2.RN.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	2.RN.3.3.	Identify what the author wants to answer, explain, or describe in the text.
STANDARD / STRAND	IN.2.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	2.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas
INDICATOR / STANDARD	2.RN.4.1.	Describe how an author uses facts to support specific points in a text.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	2.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	2.RV.2.1.	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
INDICATOR / STANDARD	2.RV.2.4.	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	2.RV.3.2.	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	2.W.1.1.	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people

SUBSTRAND		
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	2.W.3.2.	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	2.W.3.3.	Develop topics for friendly letters, stories, poems, and other narrative purposes that –
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.5.	THE RESEARCH PROCESS: Build knowledge about the research process and the topic under study by conducting short research
INDICATOR / STANDARD		FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION
EXPECTATION / INDICATOR	2.W.5.1.	With support, conduct short research on a topic.
INDICATOR	2.W.5.1a.	Find information on a topic of interest (e.g., cardinals).
INDICATOR	2.W.5.1c.	Organize, summarize, and present the information, choosing from a variety of formats
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	2.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	2.W.6.1a.	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
INDICATOR	2.W.6.1b.	Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
INDICATOR	2.W.6.1c.	Adjectives/ Adverbs –Writing sentences that use adjectives and adverbs.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	2.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2b.	Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.
INDICATOR	2.W.6.2c.	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	2.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

INDICATOR / STANDARD	2.SL.2.3.	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
INDICATOR / STANDARD	2.SL.2.4.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
INDICATOR / STANDARD	2.SL.2.5.	Build on others' talk in conversations by linking comments to the remarks of others.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	2.SL.3.1.	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	2.SL.3.2.	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

Unit 5

**Indiana Academic Standards
Language Arts**

Grade 2 - Adopted: 2014

STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	2.RF.1.1.	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	2.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	2.RF.4.3.	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
INDICATOR / STANDARD	2.RF.4.4.	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
INDICATOR / STANDARD	2.RF.4.6.	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	2.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.2.RL.	READING: Literature

PROFICIENCY STATEMENT / SUBSTRAND	2.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	2.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	2.RL.2.1.	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
INDICATOR / STANDARD	2.RL.2.2.	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / STANDARD	2.RL.2.3.	Describe how characters in a story respond to major events and how characters affect the plot.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	2.RL.3.1.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	2.RL.4.1.	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	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	2.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	2.RV.2.1.	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
INDICATOR / STANDARD	2.RV.2.4.	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	2.W.1.1.	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		INFORMATIVE

EXPECTATION / INDICATOR	2.W.3.2.	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	2.W.3.3.	Develop topics for friendly letters, stories, poems, and other narrative purposes that –
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.5.	THE RESEARCH PROCESS: Build knowledge about the research process and the topic under study by conducting short research
INDICATOR / STANDARD		FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION
EXPECTATION / INDICATOR	2.W.5.1.	With support, conduct short research on a topic.
INDICATOR	2.W.5.1a.	Find information on a topic of interest (e.g., cardinals).
INDICATOR	2.W.5.1c.	Organize, summarize, and present the information, choosing from a variety of formats
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	2.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	2.W.6.1a.	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
INDICATOR	2.W.6.1c.	Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	2.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2b.	Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.
INDICATOR	2.W.6.2c.	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	2.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR / STANDARD	2.SL.2.3.	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
INDICATOR / STANDARD	2.SL.2.4.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
INDICATOR / STANDARD	2.SL.2.5.	Build on others' talk in conversations by linking comments to the remarks of others.

STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	2.SL.3.1.	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	2.SL.3.2.	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

Unit 7

Indiana Academic Standards

Language Arts

Grade 2 - Adopted: 2014

STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	2.RF.1.1.	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	2.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	2.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.4.	PHONICS: Decode and read words by applying phonics and word analysis skills
INDICATOR / STANDARD	2.RF.4.3.	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.
INDICATOR / STANDARD	2.RF.4.4.	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
INDICATOR / STANDARD	2.RF.4.6.	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
STANDARD / STRAND	IN.2.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	2.RF.5.	FLUENCY: Demonstrate accuracy and fluency when reading
INDICATOR / STANDARD	2.RF.5.1.	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	2.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	2.RL.2.1.	Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
INDICATOR / STANDARD	2.RL.2.2.	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / STANDARD	2.RL.2.3.	Describe how characters in a story respond to major events and how characters affect the plot.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	2.RL.3.1.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / STRAND	IN.2.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	2.RL.4.	CONNECTION OF IDEAS: Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning
INDICATOR / STANDARD	2.RL.4.1.	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	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	2.RV.1.1.	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
STANDARD / STRAND	IN.2.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	2.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	2.RV.2.1.	Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words.
INDICATOR / STANDARD	2.RV.2.4.	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	2.W.1.1.	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		PERSUASIVE
EXPECTATION / INDICATOR	2.W.3.1.	Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people

SUBSTRAND		
INDICATOR / STANDARD		INFORMATIVE
EXPECTATION / INDICATOR	2.W.3.2.	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.3.	WRITING GENRES: Develop writing skills by writing for different purposes and to specific audiences or people
INDICATOR / STANDARD		NARRATIVE
EXPECTATION / INDICATOR	2.W.3.3.	Develop topics for friendly letters, stories, poems, and other narrative purposes that –
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.5.	THE RESEARCH PROCESS: Build knowledge about the research process and the topic under study by conducting short research
INDICATOR / STANDARD		FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION
EXPECTATION / INDICATOR	2.W.5.1.	With support, conduct short research on a topic.
INDICATOR	2.W.5.1a.	Find information on a topic of interest (e.g., cardinals).
INDICATOR	2.W.5.1c.	Organize, summarize, and present the information, choosing from a variety of formats
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		GRAMMAR AND USAGE
EXPECTATION / INDICATOR	2.W.6.1.	Demonstrate command of English grammar and usage, focusing on:
INDICATOR	2.W.6.1a.	Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
INDICATOR	2.W.6.1b.	Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs; Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
STANDARD / STRAND	IN.2.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	2.W.6.	CONVENTIONS OF STANDARD ENGLISH: Demonstrate command of the conventions of standard English
INDICATOR / STANDARD		CAPITALIZATION, PUNCTUATION, AND SPELLING
EXPECTATION / INDICATOR	2.W.6.2.	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
INDICATOR	2.W.6.2b.	Punctuation – Correctly using a period, question mark, or exclamation mark at the end of a sentence; Using an apostrophe to form contractions and singular possessive nouns; Using commas in greetings and closings of letters, dates, and to separate items in a series.
INDICATOR	2.W.6.2c.	Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns; Generalizing learned spelling patterns (e.g., word families) when writing words; Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	2.SL.2.1.	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
INDICATOR /	2.SL.2.3.	Listen to others, take one’s turn in respectful ways, and speak one at a time about the

STANDARD		topics and text under discussion.
INDICATOR / STANDARD	2.SL.2.4.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
INDICATOR / STANDARD	2.SL.2.5.	Build on others' talk in conversations by linking comments to the remarks of others.
STANDARD / STRAND	IN.2.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	2.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	2.SL.3.1.	Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / STANDARD	2.SL.3.2.	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

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