

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Nevada Content Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Nevada Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

EXPECTATION		
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT	NV.CC.SL	Speaking and Listening Standards

STANDARD	.2.	
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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

Nevada Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND /		Craft and Structure

INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.8.	Describe how reasons support specific points the author makes in a text.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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(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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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

Nevada Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	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.

CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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(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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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

Nevada Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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(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).

CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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

Nevada Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details

INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR /	RI.2.8.	Describe how reasons support specific points the author makes in a text.

GRADE LEVEL EXPECTATION		
CONTENT STANDARD	NV.CC.RI.2.	Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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(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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Knowledge of Language

INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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

Nevada Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR /	RL.2.5.	Describe the overall structure of a story, including describing how the beginning

GRADE LEVEL EXPECTATION		introduces the story and the ending concludes the action.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

EXPECTATION		
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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).
CONTENT STANDARD	NV.CC.L.2.	Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	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

Nevada Content Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RL.2.	Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.RF.2.	Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR /	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about,

GRADE LEVEL EXPECTATION		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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD	NV.CC.W.2.	Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	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.
CONTENT STANDARD	NV.CC.SL.2.	Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
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