

Thoughtful and effective planning throughout the school year is crucial for mastery of standards. Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the entire school year. (e.g., direct explicit instruction in whole and small group, learning centers, project-based learning, etc.)

**NOTE:** Standards noted in *red* indicate additions or revisions to the 2<sup>nd</sup> grade TN State Standards.

Foundational Literacy Standards				
Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<b>2.FL.PWR.3</b> <b>Phonics and Word Recognition</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<p><b>August</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words (Review CVC, Blends, Digraphs, and Silent –e)</p> <p><b>September</b></p> <p>b. Know spelling-sound correspondences for additional common vowel teams (Predictable Vowel Teams)</p>	<p><b>October</b></p> <p>b. Know spelling-sound correspondences for additional common vowel teams (Unpredictable Vowel Teams)</p> <p>c. Decode regularly spelled two-syllable words (Closed Syllable)</p> <p><b>November-December</b></p> <p>e. Identify words with inconsistent but common spelling-sound correspondences (Vowel-r)</p> <p>c. Decode regularly spelled two-syllable words with long vowels (November - Silent –e; December -Open syllables)</p>	<p><b>January-February</b></p> <p>e. Identify words with inconsistent but common spelling-sound correspondences (Complex Consonants)</p> <p>c. Decode regularly spelled two-syllable words with long vowels (January - Open; February -Vowel Team syllables)</p>	<p><b>March</b></p> <p>c. Decode regularly spelled two-syllable words (Consonant –le)</p> <p><b>April</b></p> <p>c. Decode regularly spelled two-syllable words (Vowel –r)</p> <p><b>May</b></p> <p>Review as Needed</p>
	Ongoing standards: d. Decode words with common prefixes and suffixes f. Recognize and read grade-appropriate irregularly spelled words (Dolch list) <i>g. Decode grade-level texts with purpose and understanding.</i>			

Foundational Literacy (continued)				
Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<p><b>2.FL.WC.3</b>  <b>Word Composition</b>                      Know and apply grade-level phonics and word analysis skills in encoding words.</p> <p>† indicates partial standard</p>	<p><i>a. Use conventional spelling for one-syllable words including position-based patterns, plurals. †</i></p>	<p><i>a. Use conventional spelling for one-syllable words including less common vowel teams for long vowels and vowel-r combinations. †</i></p>	<p><i>a. Use conventional spelling for one-syllable words including complex consonant blends, possessives, and contractions. †</i></p> <p><i>b. Use conventional spelling for regular two- and three-syllable words containing compounds. †</i></p> <p><i>c. Spell words with suffixes that require consonant doubling, dropping silent-e, and changing y to i.</i></p>	<p><i>a. Use conventional spelling for one-syllable words including homophones. †</i></p> <p><i>b. Use conventional spelling for regular two- and three-syllable words containing combined syllable types (closed, long vowel silent-e, open, vowel-team, consonant-le, and vowel-r syllables) and common prefixes and derivational suffixes. †</i></p> <p><i>f. Write many upper and lowercase letters in cursive.†</i></p>
	<p>Ongoing standards:</p> <p><i>d. Write most common, frequently used words and most irregular words</i></p> <p>e. Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p><i>f. Print legibly in manuscript. †</i></p>			
<p><b>2.FL.F.5</b>  <b>Fluency</b>                      Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Linking standard: 2.SL.CC.1</b></p>	<p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			
	<p>End of 9 weeks goal: Level I/J                      Lexile Range: 300-349</p>	<p>End of 9 weeks goal: Level J/K                      Lexile Range: 350-399</p>	<p>End of 9 weeks goal: Level L                      Lexile Range: 400-449</p>	<p>End of 9 weeks goal: Level M                      Lexile Range: 450-499</p>
<p><b>Recommended Running Record Frequency:</b></p> <p>Emergent (A-G) every 2-4 weeks</p> <p>Upper Emergent (H-K) every 4-6 weeks</p> <p>Early Fluent (L-O) every 6-8 weeks</p> <p>Fluent (P and up) every 8-10 weeks</p>	<p><b>Fall AIMSweb Benchmark</b></p> <p>90<sup>th</sup> percentile = 114 wcpm</p> <p>75<sup>th</sup> percentile = 87 wcpm</p> <p>50<sup>th</sup> percentile = 62 wcpm</p> <p>25<sup>th</sup> percentile = 35 wcpm</p> <p>10<sup>th</sup> percentile = 17 wcpm</p>	<p><b>Winter AIMSweb Benchmark</b></p> <p>90<sup>th</sup> percentile = 139 wcpm</p> <p>75<sup>th</sup> percentile = 115 wcpm</p> <p>50<sup>th</sup> percentile = 88 wcpm</p> <p>25<sup>th</sup> percentile = 64 wcpm</p> <p>10<sup>th</sup> percentile = 38 wcpm</p>	<p><b>Mid-Benchmark Goal</b></p> <p>90<sup>th</sup> percentile = 147 wcpm</p> <p>75<sup>th</sup> percentile = 123 wcpm</p> <p>50<sup>th</sup> percentile = 97 wcpm</p> <p>25<sup>th</sup> percentile = 73 wcpm</p> <p>10<sup>th</sup> percentile = 48 wcpm</p>	<p><b>Spring AIMSweb Benchmark</b></p> <p>90<sup>th</sup> percentile = 155 wcpm</p> <p>75<sup>th</sup> percentile = 131 wcpm</p> <p>50<sup>th</sup> percentile = 106 wcpm</p> <p>25<sup>th</sup> percentile = 81 wcpm</p> <p>10<sup>th</sup> percentile = 58 wcpm</p>

Foundational Literacy (continued)				
Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<p><b>2.FL.SC.6</b> <b>Sentence Composition</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p><b>Linking standard: 2.SL.PK1.6</b></p>	<p>a. Use collective nouns</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)</p> <p>h. Capitalize holidays, product names, and geographic names</p>	<p>c. Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>.</p> <p>i. Use commas in greetings and closings of letters</p>	<p>d. Form and use the past tense of frequently occurring irregular verbs.</p> <p>e. Use adjectives and adverbs correctly.</p> <p>j. Use an apostrophe to form contractions and frequently occurring possessives</p>	<p>f. Produce, expand, and rearrange complete simple and compound sentences.</p> <p><b>g. Use common coordinating conjunctions.</b></p> <p><b>k. With prompting and support, link sentences into a simple cohesive paragraph with a main idea or topic.</b></p>
<p><b>2.FL.VA.7a</b> <b>Vocabulary Acquisition</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>Linking standards: 2.SL.CC.2, 2.SL.CC.3</b></p>	<p>i. Use sentence level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word.</p>	<p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word.</p>	<p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>
<p><b>2.FL.VA.7b</b> <b>Vocabulary Acquisition</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>Linking standards: 2.SL.CC.2, 2.SL.CC.3</b></p>	<p>i. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p>	<p>ii. Distinguish shades of meaning among closely related <b>words</b>.</p>	<p><i>Continue to practice and reinforce.</i></p>	<p><i>Continue to practice and reinforce.</i></p>
<p><b>2.FL.VA.7c</b> <b>Vocabulary Acquisition</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p><b>Linking standards: 2.SL.CC.2, 2.SL.CC.3</b></p>	<p>Practice opportunities to hear words used in different contexts</p> <p>After hearing or reading a word, the student begins to use it in the spoken and written language</p>	<p>Determine which word best describes an action, emotion, or state of being</p>	<p>Acquire and use words that are basic to understanding a concept</p>	<p>Develop an amount of grade level academic words and phrases</p>

Reading Literature				
Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<p><b>2.RL.KID.1</b>  <b>Key Ideas and Details</b>                      Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.CC.2, 2.SL.CC.3, 2.SL.PKI.4</b></p>	<p>Explain the 5 W's. Justify answer by labeling or citing page numbers.</p>	<p>Formulate a question and answer using a complete sentence with details from the text.</p>	<p>Formulate a question and answer using a complete sentence and cite multiple paragraphs within a text.</p>	<p>Ask and answer questions such as what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
<p><b>2.RL.KID.2</b>  <b>Key Ideas and Details</b>                      Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</b></p>	<p>Summarize stories in chronological order.</p>	<p>Summarize fables and folktales in chronological order including the lesson/moral.</p>	<p>Summarize any story and recount events in chronological order including the lesson/moral. (Summary should include story elements)</p>	<p>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral</p>
<p><b>2.RL.KID.3</b>  <b>Key Ideas and Details</b>                      Describe how characters in a story respond to major events and challenges.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</b></p>	<p>Describe how characters react to a major event.</p>	<p>Examine events that take place to cause a change in the character.</p>	<p>Identify how the character responds to major challenges.</p>	<p>Describe how characters in a story respond to major events and challenges.</p>
<p><b>2.RL.CS.4</b>  <b>Craft and Structure</b>                      Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>Linking standard: 2.SL.CC.1</b></p>	<p>Identify rhyming words and describe how they supply rhythm to a poem, story, or song.</p>	<p>Identify rhyming lines in each stanza and describe how words and phrases affect poem, story, or song.</p>	<p>Identify repeated lines and beats that supply rhythm and meaning in a poem, story, or song.</p>	<p>Identify words and phrases and describe how they supply rhythm and meaning in a poem, story, or song.</p>
<p><b>2.RL.CS.5</b>  <b>Craft and Structure</b>                      Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>Linking standard: 2.SL.CC.1</b></p>	<p>Illustrate main event of beginning, middle, and end.</p>	<p>Describe how the beginning introduces the story.</p>	<p>Describe how the beginning introduces the story and the ending concludes the action.</p>	<p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p><b>2.RL.CS.6</b>  <b>Craft and Structure</b>  <i>Determine</i> differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>Linking standard: 2.SL.CC.1</b></p>	<p>Identify character traits and dialogue.</p>	<p>Dramatize a character's thoughts, words, and actions.</p>	<p>Read dialogue aloud using appropriate voices, including the narrator.</p>	<p><i>Determine</i> differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>

Reading Literature (continued)				
Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<p><b>2.RL.IKI.7</b>  <b>Integration of Knowledge and Ideas</b>            Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.CC.2</b></p>	Infer from illustrations. Diagram story elements.	Use information gained from illustrations and words to describe a character.	Predict setting, and plot based on illustrations and words.	Use information gained from the illustrations and words, give details about characters, setting, or plot.
<p><b>2.RL.IKI.9</b>  <b>Integration of Knowledge and Ideas</b>            Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures</p> <p><b>Linking standard: 2.SL.CC.1</b></p>	Compare and contrast main characters in two stories.	Compare and contrast settings and plot of two stories.	Compare and contrast characters, setting, plot, and key details in two versions of the same story.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures
<p><b>2.RL.RRTC.10</b>  <b>Range of Reading and Level of Text Complexity</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band (Lexile Range 450-790) proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.CC.2</b></p>	End of 9 weeks goal: Level I Lexile Range: 300-349	End of 9 weeks goal: Level J Lexile Range: 350-399	End of 9 weeks goal: Level L Lexile Range: 400-449	End of 9 weeks goal: Level M Lexile Range: 450-499

Reading Informational				
Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<p><b>2.RI.KID.1</b>  <b>Key Ideas and Details</b>                      Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.CC.2, 2.SL.CC.3, 2.SL.PKI.4</b></p>	<p>Explain the 5 W's. Justify answer by labeling or citing page numbers.</p>	<p>Formulate a question and answer using a complete sentence with details from the text.</p>	<p>Formulate a question and answer using a complete sentence and cite multiple paragraphs within a text.</p>	<p>Ask and answer questions such as what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
<p><b>2.RI.KID.2</b>  <b>Key Ideas and Details</b>                      Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</b></p>	<p>Identify the focus of specific paragraphs within a text.</p>	<p>Diagram main idea and key details of a specific paragraph in a text.</p>	<p>Identify and diagram the main topic/details of a multi-paragraph text.</p>	<p>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. <i>Enrichment:</i> Create a new title for a text.</p>
<p><b>2.RI.KID.3</b>  <b>Key Ideas and Details</b>                      Describe the connection between a series of historical events, scientific ideas or concepts, or steps in <i>process</i> in a text.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</b></p>	<p>Describe a series of historical events with the use of a timeline, scientific ideas, or steps in a technical process.</p>	<p>Describe and explain connections between a series of scientific concepts, historical events, or technical procedures.</p>	<p>Describe and justify connections between a series of scientific concepts, historical events, or technical procedures.</p>	<p>Evaluate the purpose of a particular sequence.</p>
<p><b>2.RI.CS.4</b>  <b>Craft and Structure</b>                      Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>Linking standard: 2.SL.CC.1</b></p>	<p>Locate unfamiliar words. Deduce meaning from the text.</p>	<p>Deduce meaning of words or phrases from context, and with the use of a glossary.</p>	<p>Determine the meaning of words or phrases in context, and with the use of a glossary and dictionary.</p>	<p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>
<p><b>2.RI.CS.5</b>  <b>Craft and Structure</b>                      Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>Linking standard: 2.SL.CC.1</b></p>	<p>Use the captions, bold print, and subheadings to locate key facts and information.</p>	<p>Use the glossary and index to locate key facts and information.</p>	<p>Use various text features, including digital tools, to locate key facts or information.</p>	<p>Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p>
<p><b>2.RI.CS.6</b>  <b>Craft and Structure</b>                      Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>Linking standard: 2.SL.CC.1</b></p>	<p>Identify the main purpose of a text</p>	<p>Identify the main purpose of a text and explain using details.</p>	<p>Identify the main purpose of a text, including <b>what</b> the author wants to answer, explain, or describe</p>	<p>Identify/ justify the main purpose of a text, including what the author wants to answer, explain, or describe</p>

Reading Informational (continued)				
Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<p><b>2.RI.IKI.7</b>  <b>Integration of Knowledge and Ideas</b>  <i>Identify and</i> explain how <i>illustrations and words</i> contribute to and clarify a text.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.CC.2, 2.SL.PKI.5</b></p>	Explain the connection between the illustration and the text.	Interpret and explain the connection between diagrams, graphs, and the text.	Use a picture or a diagram to explain the text.	Explain how illustrations and words contribute to and clarify a text.
<p><b>2.RI.IKI.8</b>  <b>Integration of Knowledge and Ideas</b>  Describe how reasons support specific points the author makes in a text.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.5</b></p>	Describe how reasons support specific points the author makes in a text read aloud.	Describe how reasons support specific points the author makes in a text read independently or with a partner.	Describe how reasons support specific points the author makes in a text read independently.	Describe how reasons support specific points the author makes in a text read independently.
<p><b>2.RI.IKI.9</b>  <b>Integration of Knowledge and Ideas</b>  Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.5</b></p>	Compare and contrast key details in two informational texts.	Compare and contrast character, setting, and major events in two historical texts on the same topic.	Compare and contrast character, setting, and major events in two historical texts on the same topic.	Compare and contrast the most important points presented by two texts on the same topic.
<p><b>2.RRTC.10</b>  <b>Range of Reading and Level of Text Complexity</b>  By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band (Lexile Range 450-790 )proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Linking standard: 2.SL.CC.1, 2.SL.CC.2</b></p>	End of 9 weeks goal: Level I Lexile Range: 300-349	End of 9 weeks goal: Level J Lexile Range: 350-399	End of 9 weeks goal: Level L Lexile Range: 400-449	End of 9 weeks goal: Level M Lexile Range: 450-499

**Writing**

At the second-grade level, students will continue to develop reading and writing together. The Writing standards work in conjunction with the Foundational Literacy standards to help students build their skills in understanding print concepts, spoken words and sounds, and writing words and sentences.

Students will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate on their ideas and use basic conventions. They will also apply written communication skills across all content areas.

<p><b>Writing instruction IS:</b></p> <ul style="list-style-type: none"> <li>* Writing workshop</li> <li>* Teacher modeling</li> <li>* Goal setting/conferencing</li> </ul>	<p><b>Writing instruction IS NOT:</b></p> <ul style="list-style-type: none"> <li>* Free writing</li> <li>* Center Writing</li> <li>* Reading Response</li> </ul>
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Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<p><b>2.W.TTP.1</b> <b>Text Types and Protocol</b> Write opinion pieces on topics or texts.</p> <ol style="list-style-type: none"> <li>a. Introduce topic or text</li> <li>b. State an opinion</li> <li>c. Supply reasons to support the opinion</li> <li>d. Use linking words to connect the reasons to the opinion</li> <li>e. Provide a concluding statement</li> </ol> <p><b>Linking standard: 2.SL.CC.1</b></p>	<p><b>Weeks 1-3: Narrative</b></p> <p><b>Weeks 4-6: Informational</b></p> <p><b>Weeks 7-9: Opinion</b></p> <p>Focus piece: Narrative</p>	<p><b>Weeks 1-3: Narrative</b></p> <p><b>Weeks 4-6: Informational</b></p> <p><b>Weeks 7-9: Opinion</b></p> <p>Focus piece: Informative</p>	<p><b>Weeks 1-3: Narrative</b></p> <p><b>Weeks 4-6: Informational</b></p> <p><b>Weeks 7-9: Opinion</b></p> <p>Focus piece: Opinion</p>	<p><b>Weeks 1-3: Narrative</b></p> <p><b>Weeks 4-6: Informational</b></p> <p><b>Weeks 7-9: Opinion</b></p> <p>Continue to write, revise, edit, and publish all writing types.</p>
<p><b>2.W.TTP.2</b> <b>Text Types and Protocol</b> Write informative/explanatory texts.</p> <ol style="list-style-type: none"> <li>a. Introduce topic</li> <li>b. Use facts and definitions to provide information</li> <li>c. Provide a concluding statement or section</li> </ol> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</b></p>	<p>The 2<sup>nd</sup> Grade Writing Expectations should guide end of the year expectations for all 3 types of writing.</p>			
<p><b>2.W.TTP.3</b> <b>Text Types and Protocol</b> Write narratives recounting an event or short sequence of events</p> <ol style="list-style-type: none"> <li>a. Include details to describe actions, thoughts, and feelings</li> <li>b. Use time order words to signal event order.</li> <li>c. Provide a sense of closure</li> </ol> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.4</b></p>				

Writing (continued)				
Standard	1 <sup>st</sup> 9 weeks	2 <sup>nd</sup> 9 weeks	3 <sup>rd</sup> 9 weeks	4 <sup>th</sup> 9 weeks
<p><b>2.W.PDW.4</b>  <b>Production and Distribution of Writing</b>  <i>With guidance and support, produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience (Grade-specific expectations for writing types are defined in standards 1-3 above.)</i></p> <p><b>Linking Standards: 2.SL.PKI.4, 2.SL.PKI.6</b></p>	<p>Focus: Ideas and Organization</p> <p>Address conventions based on pacing of foundational literacy standards</p>	<p>Focus: Voice, Word Choice, Sentence Fluency</p> <p>Address conventions based on pacing of foundational literacy standards</p>	<p>Focus: Ideas and Organization</p> <p>Address conventions based on pacing of foundational literacy standards</p>	<p>Focus: Voice, Word Choice, Sentence Fluency</p> <p>Address conventions based on pacing of foundational literacy standards</p>
<p><b>2.W.PDW.5</b>  <b>Production and Distribution of Writing</b>                      With guidance and support from adults and peers, focus on a topic, <i>respond to questions and suggestions from peers</i>, and strengthen writing as needed by revising and editing.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.6</b></p>	<p>Establish and work towards writing goals with peers and/or teacher. Revise and edit with teacher.</p>	<p>Establish and work towards writing goals with peers and/or teacher. Revise and edit with peers.</p>	<p>Establish and work towards writing goals with peers and/or teacher. Revise and edit individually and w/ peers.</p>	<p>Establish and work towards writing goals with peers and/or teacher. Revise and edit individually and w/ peers.</p>
<p><b>2.W.PDW.6</b>  <b>Production and Distribution of Writing</b>                      With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.5</b></p>	<p>Practice using digital tools – include keyboarding and editing tools</p>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Continue to practice and reinforce</p>	<p>Continue to practice and reinforce</p>
<p><b>2.W.RBPK.7</b>  <b>Research to Build and Present Knowledge</b>                      Participate in shared research and writing projects, such as exploring a number of books on a single topic <i>or engaging in science experiments to produce a report.</i></p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.PKI.4, 2P</b></p>	<p>Introduce shared research and writing (e.g., read a number of books on a single topic and create a poster)</p>	<p>Introduce shared research and writing (e.g., read a number of books on a single topic and create a poster or writing)</p>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)</p>	<p>Continue to practice and reinforce</p>
<p><b>2.W.RBPK.8</b>  <b>Research to Build and Present Knowledge</b> Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Linking standards: 2.SL.CC.1, 2.SL.CC.2, 2.SL.PKI.5</b></p>	<p>Integrated within all writing</p>	<p>Integrated within all writing</p>	<p>Integrated within all writing</p>	<p>Integrated within all writing</p>
<p><b>2.W.RW.10</b>  <b>Range of Writing</b>  <i>With guidance and support from adults, engage routinely in writing activities to promote writing fluency.</i></p>	<p>Students should participate daily in Writing Workshop as well as write often across the curriculum.</p>	<p>Students should participate daily in Writing Workshop as well as write often across the curriculum.</p>	<p>Students should participate daily in Writing Workshop as well as write often across the curriculum.</p>	<p>Students should participate daily in Writing Workshop as well as write often across the curriculum.</p>

<b>Speaking and Listening</b>	
<p>“The Speaking and Listening standards serve as a bridge between reading and writing skills: in the ELA classroom, students share presentations, public speaking and participation in classroom discussions. These speaking and listen skills – like reading and writing skills – are founded upon the belief that students must <i>‘have words in order to use words.’</i>” (p.40 –TN Revised ELA Standards)</p> <p><b>Note:</b> Speaking and Listening standards should be <b><u>integrated daily</u></b> within the standards for foundational literacy, reading, and writing, as well as across all curricular areas.</p>	
Standard	Linking Standards
<p><b>2.SL.CC.1</b>  <b>Comprehension and Collaboration</b>                      Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	Foundational Literacy Standard 5 Reading Literature Standards 1-7, 9 Reading Informational Standards 1-10 Writing Standards 1-3, 5-8
<p><b>2.SL.CC.2</b>  <b>Comprehension and Collaboration</b>                      Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	Foundational Literacy Standard 7 Reading Literature Standards 1, 7, 10 Reading Informational Standards 1, 7, 10
<p><b>2.SL.CC.3</b>  <b>Comprehension and Collaboration</b>                      Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p>	Foundational Literacy Standard 7 Reading Literature Standards 1 Reading Informational Standards 1
<p><b>2.SL.PKI.4</b>  <b>Presentation of Knowledge &amp; Ideas</b>                      Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	Reading Literature Standards 1-3 Reading Informational Standards 1-3 Writing Standards 2-3, 4, 7
<p><b>2.SL.PKI.5</b>  <b>Presentation of Knowledge &amp; Ideas</b>  <i>Add audio or visual elements to</i> stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	Reading Informational Standards 7, 8, 9 Writing Standards 6, 8
<p><b>2.SL.PKI.6</b>  <b>Presentation of Knowledge &amp; Ideas</b>                      Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	Foundational Literacy Standard 6 Writing Standards 4-5