

Second Grade 1st Nine Weeks

The parent guide below is designed to keep you informed of exactly which standards are being taught during each 9 weeks grading period in 2nd grade. Each 9 weeks you will receive a similar guide showing the specific standards that will be taught that 9 weeks. In the left hand column you will see the exact language from the report card and the Alabama College and Career Readiness Standard (CCRS) on which it is based. The Skills column on the right-hand side addresses what is being assessed.

During the 1st 9 weeks, second grade students will review and establish routines and procedures for reading and writing. Second grade students will explore the structure of fiction texts, both reading and writing narrative pieces. Students will apply their developing phonics and grammar skills while reading and writing narratives.

Standard	Skills
<p style="text-align: center;">Report Card</p> <p>Asks and answers questions to demonstrate understanding of key details in a text</p> <p style="text-align: center;">CCRS Standard</p> <p>1. [RL.2.1] Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. a. Infer the main idea and supporting details in narrative texts.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • ask and answer questions to comprehend and monitor understanding • identify key details • understand and use <i>who, what, where, when, why,</i> and <i>how</i> to ask questions about key details • use original language to answer questions about key details
<p style="text-align: center;">Report Card</p> <p>Recounts stories and identifies main topic or central message/idea</p> <p style="text-align: center;">CCRS Standard</p> <p>[RL.2.2] Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><i>This standard is not taught in 2nd grade during the first 9 weeks.</i></p>
<p style="text-align: center;">Report Card</p> <p>Describes how characters respond to events and the connection between events/ideas</p> <p style="text-align: center;">CCRS Standard</p> <p>[RL.2.3] Describe how characters in a story respond to major events and challenges.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • describe characters • identify major events in a story • identify challenges faced by characters and describe how characters respond
<p style="text-align: center;">Report Card</p> <p>Determines the meaning of words in text</p> <p style="text-align: center;">CCRS Standard</p> <p>[L.2.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i>, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>[L.2.5] Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • determine or clarify meaning of unknown words or phrases by drawing upon sentence-level context clues • predict the meaning of compound words by drawing upon the meaning of the individual words • use glossaries and beginning dictionaries in print and digital formats to ascertain the meaning of words and phrases
<p style="text-align: center;">Report Card</p> <p>Describes the structure of text / Uses text features</p> <p style="text-align: center;">CCRS Standard</p> <p>RL.2.5] Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • recognize story structure • retell a beginning and ending of a story • describe the purpose of a story's introduction and conclusion
<p style="text-align: center;">Report Card</p> <p>Acknowledges differences in the point of view of characters. Identifies author's purpose</p> <p style="text-align: center;">CCRS Standard</p> <p>[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.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • explain which point of view is being represented at a specific point in a text • explain differences in points of view between characters • use different voices to represent characters while reading dialogue aloud

Second Grade 1st Nine Weeks

<p>Report Card Uses illustrations to explain or demonstrate understanding CCRS Standard [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.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • access print or digital text • explain characters, setting, or plot based on information from text and illustrations • support thinking with examples from text
<p>Report Card Describes how reasons support specific points the author makes in a nonfiction text</p>	<p><i>This standard is not taught in 2nd grade during the first 9 weeks.</i></p>
<p>Report Card Compares and contrasts two or more versions of the same story or important points from two texts.</p>	<p><i>This standard is not taught in 2nd grade during the first 9 weeks.</i></p>
<p>Report Card Knows and applies grade-level phonics and word analysis skills in decoding CCRS Standard [RF.2.3] Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • differentiate between long and short vowels in regularly spelled one-syllable words- read consonant-vowel-consonant – silent e (CVCe) words, long e (ee, ea), long i (ie, igh), long a (ai, ay), inflectional endings (s, es, ed, ing) • recognize and read common vowel teams in words • read regularly spelled two-syllable words • decode two-syllable words by following basic patterns and breaking the words into syllables • Read high frequency words- every, add, between, below, plant, school, keep, never, city, eye, thought, under, saw, near, food, own, country, last, father, tree, start, earth, light, head, story
<p>Report Card Expected Grade Level Reading Benchmark/ Current Reading Level CCRS Standard [RF.2.4] Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><i>At the end of the first 9 weeks grading period 2nd grade students are expected to meet the following <u>minimum</u> scores: a Level K text, with 96% of the words read correctly, a level 3 on the NAEP fluency scale, 51 WPM, and 75% in retelling and understanding the text. The current reading level that is recorded is the level at which a student was able to meet the above minimums (not including WPM).</i></p>
<p>Report Card Uses the writing process of a particular text type to communicate ideas and information effectively CCRS Standard [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.</p>	<p>Students are able to write a narrative including:</p> <ul style="list-style-type: none"> • Words associated with time • events with rich detail • descriptive actions, thoughts, and feelings • sense of closure
<p>Report Card Strengthens writing using the writing process CCRS Standard [W.2.5] With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • use adult and peer guidance and support to strengthen writing • produce writing that focuses on a topic • revise writing • edit writing

Second Grade 1st Nine Weeks

<p>Report Card Demonstrates a command of grammar and usage CCRS Standard [L.2.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). f. Produce, expand, and rearrange complete simple and compound sentences</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • use a variety of nouns correctly (collective, irregular plural) • use reflexive pronouns (<i>myself, ourselves</i>) • produce, expand, and rearrange sentences
<p>Report Card Demonstrates a command of capitalization and punctuation CCRS Standard [L.2.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • capitalize the first letter in the first word of a sentence • use end punctuation for sentences
<p>Report Card Applies correct spelling of grade-level words in written work CCRS Standard [L.2.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. d. Generalize learned spelling patterns when writing words</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • generalize learned spelling patterns • consult word reference materials to check and correct spellings
<p>Report Card Form uppercase and lowercase letters in cursive CCRS Standard [L 2.2e] Form uppercase and lowercase letters in cursive</p>	<p>Students are able to</p> <ul style="list-style-type: none"> • correctly form all upper- and lowercase letters in cursive
<p>Report Card Effectively engages in discussions within a group. CCRS Standard [SL.2.1] Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • listen attentively to conversations about grade 2 topics and texts • add to conversations about grade 2 topics and texts • gain the floor in respectful ways • take turns speaking • link their comments to the remarks of others • extend conversations • converse with peers and adults • converse in small and large groups • ask clarifying questions and ask for more information
<p>Report Card Presents information clearly with appropriate facts and details CCRS Standard [SL.2.4] Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • tell a story or recount an experience • use appropriate facts and relevant, descriptive details • speak audibly
<p>Report Card Produces complete sentences when appropriate to task CCRS Standard [SL.2.6] Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • speak in coherent sentences