

## Second Grade 4<sup>th</sup> Nine Weeks

The parent guide below is designed to keep you informed of exactly which standards are being taught during the 4<sup>th</sup> 9 weeks grading period in 2<sup>nd</sup> grade. 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 4<sup>th</sup> 9 weeks, second grade students will reexamine nonfiction, researching a specific topic. Students will demonstrate their growing command of conventions of English grammar and conventions by writing and sharing informational texts.

Standard	Skills
<p style="text-align: center;"><b>Report Card</b></p> <p>Asks and answers questions to demonstrate understanding of key details in a text</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>1. [RL.2.1] Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. a. Infer the main idea and supporting details in narrative texts. [RI.2.1] Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• ask and answer questions to comprehend and monitor understanding</li> <li>• identify key details</li> <li>• understand and use <i>who, what, where, when, why, and how</i> to ask questions about key details</li> <li>• use original language to answer questions about key details</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Recounts stories and identifies main topic or central message/idea</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[RI.2.2] Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify the big idea of a multiparagraph text</li> <li>• identify the main ideas of each paragraph of a multiparagraph text</li> <li>• explain the relationship between the main idea of each paragraph and the main idea of the text</li> <li>• apply these concepts to a variety of informational texts.</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Describes how characters respond to events and the connection between events/ideas</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[RL.2.3] Describe how characters in a story respond to major events and challenges. [RI.2.3] Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• describe characters</li> <li>• identify major events in a story</li> <li>• identify challenges faced by characters and describe how characters respond</li> <li>• describe connections between ideas in a text</li> <li>• apply this skill to historical, scientific, and technical texts</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Determines the meaning of words in text</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[RI.2.4] Determine the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i>[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. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>) d. Determine the meaning of the new word formed when a known prefix is added to a known word. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [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"> <li>• identify unfamiliar words and phrases</li> <li>• use features of a text to determine the meaning of unfamiliar words and phrases</li> <li>• use a dictionary (online or print) or glossaries to determine the meaning of unfamiliar words and phrases</li> <li>• determine or clarify meaning of unknown words or phrases by drawing upon sentence-level context clues</li> <li>• predict the meaning of compound words by drawing upon the meaning of the individual words</li> <li>• determine the meaning of a word when a known prefix is added to a known word</li> <li>• identify root words and use them as clues to unknown words with the same roots</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Describes the structure of text / Uses text features</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[RI.2.5] 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. [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"> <li>• efficiently use various text features to locate key facts or information in a text.</li> <li>• recognize story structure</li> <li>• retell a beginning and ending of a story</li> <li>• describe the purpose of a story's introduction and conclusion</li> </ul>

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Standard	Skills
<p style="text-align: center;"><b>Report Card</b></p> <p>Acknowledges differences in the point of view of characters. Identifies author’s purpose</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[RI.2.6] Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [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"> <li>• identify the main purpose of a text</li> <li>• explain which point of view is being represented at a specific point in a text</li> <li>• explain differences in points of view between characters</li> <li>• use different voices to represent characters while reading dialogue aloud</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Uses illustrations to explain or demonstrate understanding</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[RI.2.7] Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [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"> <li>• explain how images contribute to a text</li> <li>• use images to clarify understanding of a text</li> <li>• access print or digital text</li> <li>• explain characters, setting, or plot based on information from text and illustrations</li> <li>• support thinking with examples from text</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Describes how reasons support specific points the author makes in a nonfiction text</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[RI.2.8] Describe how reasons support specific points the author makes in a text.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify an author's point(s)</li> <li>• identify the reasons an author gives to support point(s)</li> <li>• describe how reasons an author gives support point(s)</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Compares and contrasts two or more versions of the same story or important points from two texts.</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[RI.2.9] Compare and contrast the most important points presented by two texts on the same topic. [RL.2.9] Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Students are able to compare and contrast two or more versions of the same story and:</p> <ul style="list-style-type: none"> <li>• compare and contrast two or more texts about the same topic by discussing the most important points of each text</li> <li>• discuss basic story elements (plot, characters, setting, etc.)</li> <li>• describe the impact of author's viewpoint</li> <li>• describe the impact of culture</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Knows and applies grade-level phonics and word analysis skills in decoding</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[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"> <li>• differentiate between long and short vowels in regularly spelled one-syllable words- <b>long vowel a (ea, eig, eigh, ey)</b></li> <li>• recognize and read common vowel teams in words</li> <li>• read regularly spelled two-syllable words <b>ar (air, are), oo, ou, aw, augh, all, ough</b></li> <li>• decode two-syllable words by following basic patterns and breaking the words into syllables</li> <li>• <b>Read high frequency words- idea, eat, watch, Indian, almost, above, sometimes, mountain, talk, list, being, family, afternoon, enough, face, far, real, let, girl, cut, young, soon, song, leave, it’s</b></li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Expected Grade Level Reading Benchmark/ Current Reading Level</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[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 2<sup>nd</sup> grade students are expected to meet the following <b>minimum</b> scores: a <b>Level N text</b>, with <b>96%</b> of the words read correctly, a <b>level 3 on the NAEP fluency scale, 74 WPM, and 75% in retelling and understanding the text. The <u>current reading level</u> that is recorded is the level at which a student was able to meet the above minimums (not including WPM).</b></i></p>

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<p style="text-align: center;"><b>Report Card</b></p> <p>Uses the writing process of a particular text type to communicate ideas and information effectively</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[W.2.1] Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. a. Write free verse poetry to express ideas</p> <p>[W.2.2] Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>[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 opinion texts and:</p> <ul style="list-style-type: none"> <li>• identify qualities of opinion pieces</li> <li>• select a topic for original writing</li> <li>• form an opinion about the topic</li> <li>• supply reasons to support the opinion</li> <li>• use linking words to connect opinions and reasons</li> <li>• write with a predictable structure (introduction with statement of topic and opinion, reasons to support, and concluding statement or section)</li> </ul> <p>Students are able to write an informative/explanatory text and:</p> <ul style="list-style-type: none"> <li>• identify qualities of informative / explanatory text</li> <li>• select a topic for original writing</li> <li>• select facts and definitions to develop points</li> <li>• write informative/explanatory pieces</li> <li>• provide a concluding statement or section</li> </ul> <p>Students are able to write a narrative including:</p> <ul style="list-style-type: none"> <li>• Words associated with time</li> <li>• events with rich detail</li> <li>• descriptive actions, thoughts, and feelings</li> <li>• sense of closure</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Strengthens writing using the writing process</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[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"> <li>• use adult and peer guidance and support to strengthen writing</li> <li>• produce writing that focuses on a topic</li> <li>• revise writing</li> <li>• edit writing</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Demonstrates a command of grammar and usage</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[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>). 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>). d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• use a variety of nouns correctly (collective- including team, <i>choir, army class, etc.</i>, irregular plural)</li> <li>• use reflexive pronouns (<i>myself, ourselves</i>)</li> <li>• produce, expand, and rearrange sentences</li> <li>• use adjectives and adverbs</li> <li>• form and use irregular verbs in past tense (<i>was, were, sat, hid, told, etc.</i>)</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Demonstrates a command of capitalization and punctuation</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[L.2.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• capitalize the first letter in the first</li> <li>• capitalize holidays, product names and geographic names</li> <li>• use apostrophes to form contractions</li> <li>• use commas in greetings of letters</li> <li>• use commas in closings of letters</li> <li>• use apostrophes for frequently occurring possessives</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Applies correct spelling of grade-level words in written work</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[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"> <li>• generalize learned spelling patterns</li> <li>• consult word reference materials to check and correct spellings</li> </ul>

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Standard	Skills
<p>Handwriting</p> <p>[L1.1a] Print all uppercase and lowercase letters.</p> <p style="text-align: center;"><b>Report Card</b></p> <p style="text-align: center;"><b>CCRS Standard</b></p>	<p>Students are able to</p> <ul style="list-style-type: none"><li>• correctly form all upper- and lowercase letters</li></ul>

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<p style="text-align: center;"><b>Report Card</b></p> <p>Effectively engages in discussions within a group.</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[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"> <li>• listen attentively to conversations about grade 2 topics and texts</li> <li>• add to conversations about grade 2 topics and texts</li> <li>• gain the floor in respectful ways</li> <li>• take turns speaking</li> <li>• link their comments to the remarks of others</li> <li>• extend conversations</li> <li>• converse with peers and adults</li> <li>• converse in small and large groups</li> <li>• ask clarifying questions</li> <li>• ask for more information</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Presents information clearly with appropriate facts and details</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[SL.2.4] Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>[L.2.3a] Compare formal and informal uses of English</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• tell a story or recount an experience</li> <li>• use appropriate facts and relevant, descriptive details</li> <li>• speak audibly</li> </ul>
<p style="text-align: center;"><b>Report Card</b></p> <p>Produces complete sentences when appropriate to task</p> <p style="text-align: center;"><b>CCRS Standard</b></p> <p>[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"> <li>• speak in coherent sentences</li> </ul>