


Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
Reading Standards for Literature					
September	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. [RL.2.1]	2.1 , 2.4 3.1, 3.2, 3.3 4.4 5.2, 5.3	ask answer	Ask Questions to show I understand important details in a story. Answer questions to show I understand important details in a story.	October March
November	1.a. Infer the main idea and supporting details in narrative texts. 	5.2	infer		December
October	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [RL.2.2]	2.5 3.1, 3.3, 3.4 4.4, 4.5	recount	Retell a fable or folktale and explain the lesson in the story.	December
August	3. Describe how characters in a story respond to major events and challenges. [RL.2.3]	1.1, 1.3 2.1 5.4	describe characters	Tell how characters act when things happen in a story.	October
February	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [RL.2.4]	6.2	describe words and phrases	Describe how words give rhythm and meaning to a story, poem, or song.	May

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
December	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]	3.4 4.4, 4.5 5.3, 5.4	describe overall structure of the story	Tell the important details about how a story begins and ends.	March
September	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6]	1.5 3.3 5.4	acknowledge differences characters	Use different voices for characters. Tell differences in character's idea.	December
January	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]	3.2 4.4, 4.5 5.2	illustrations digital text	Use illustrations and text to tell about characters, setting, and plot of a story.	March
March	8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [RL.2.9]	6.4 Teacher Resources		Tell about how stories by different authors, or stories from different places, and alike and different.	May
May	9. 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. [RL.2.10]	2.5 3.1	comprehend literature	Read and understand stories at my grade level.	May

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
Reading Standards for Informational Text					
September	10. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. [RI.2.1]	1.5 2.3 3.5 4.1, 4.3 5.1	key details	Ask questions to show that I know what I read. Answer questions to show that I know what I read.	December
August	11. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [RI.2.2]	1.2, 1.4 4.2 5.4	identify multiparagraph main topic text	Identify the main idea of a text. State the focus of the paragraphs within the text.	October
January	12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]	4.2	describe historical events ideas	Identify historical events. Explain how historical events go together. Identify the steps in a process. Explain how the steps in a process connect. Identify scientific ideas or concepts.	May
December	13. Determine the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i> . [RI.2.4]	3.5	determine phrases	Use strategies to figure out the meaning of words and phrases.	March
October January	14. 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. [RI.2.5]	2.3 4.2	captions bold print, subheadings glossaries indexes electronic menus icons	Identify and give examples of text features. Explain how text features help locate key facts or information. Locate key facts or information about a topic using text features.	March

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
October	15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]	2.2 4.2 5.1, 5.4	identify main purpose	Tell why the author wrote the text.	December
February	16. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [RI.2.7]	4.4 5.4	explain images diagram	Tell how pictures help me understand what I read.	March
December	17. Describe how reasons support specific points the author makes in a text. [RI.2.8]	3.5	describe	Explain why the author includes certain details in a text. Identify specific points the author makes in a text.	March
September	18. Compare and contrast the most important points presented by two texts on the same topic. [RI.2.9]	1.2	compare contrast	Compare/contrast which facts are the same or different in two texts on the same subject.	December
May	19. 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. [RI.2.10]	Teacher Resources and <i>Reading Street</i>	comprehend informational texts	Read and understand informational texts at my grade level.	May


Monroe County Schools
Grade 2 ELA
2015 – 2016

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Reading Standards: Foundational Skills					
August	20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]	1.1, 1.2, 1.3 2.1, 2.3, 2.4 3.5 4.1 5.1, 5.3	know apply	Sound out words I do not know. Read a list of grade 2 words that cannot be sounded out.	October
August	20.a. Distinguish long and short vowels when reading regularly spelled one-syllable words. [RF.2.3a]	1.1, 1.2 2.1, 2.2 3.1, 3.4	distinguish long vowels short vowel		October
November	20.b. Know spelling-sound correspondences for additional common vowel teams. [RF.2.3b]	2.5 3.1, 3.2 4.2, 4.3, 4.5	vowel teams		December
September	20.c. Decode regularly spelled two-syllable words with long vowels. [RF.2.3c]	1.2 2.5 3.1 4.4	decode long vowel sound		October
January	20.d. Decode words with common prefixes and suffixes. [RF.2.3d]	1.2 2.5 3.1 4.4	decode prefixes suffixes		March

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
October	20.e. Identify words with inconsistent but common spelling-sound correspondences. [RF.2.3e]	2.3 5.5	identify		March
September	20.f. Recognize and read grade-appropriate irregularly spelled words. [RF.2.3f]	5.4	recognize grade appropriate		October
August	21. Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]	1.1, 1.4 2.1, 2.3 3.2, 3.4 4.3 5.1	accuracy fluency	Read fluently Understand what I read. Correct myself if I make a mistake when I read. Read with expression.	October
October	21.a. Read on-level text with purpose and understanding. [RF.2.4a]	2.3 4.4	on-level text		March
August	21.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b]	1.2, 1.2, 1.3, 1.5 2.1, 2.2, 2.4, 2.5 3.2, 3.3, 3.5 4.1, 4.2, 4.4, 4.5 5.1, 5.2, 5.4	orally accuracy expression appropriate rate		October
February	21.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c]	4.4	content self-correct confirm		March

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
Writing Standards					
December	22. 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</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. [W.2.1]	3.5 4.1, 4.5	opinion pieces	Write my thoughts and ideas about a topic or a book I have read. Write reasons for my opinions. Write words that link my ideas and my reasons. Write a closing statement.	March
November February	22.a. Write free verse poetry to express ideas. 	3.3 4.4	free verse poetry		
January	23. 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. [W.2.2]	1.2, 1.4 2.2, 2.3 4.2, 4.3	informative text explanatory text	Write my thoughts and ideas about a topic or a book I have read.	
January	24. 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. [W.2.3]	1.1, 1.3, 1.5 2.1, 2.4, 2.5 3.1, 3.2, 3.3, 3.4 4.4, 4.5 5.1, 5.2, 5.3	narrative sequence	Write about something that happened, what I have seen or something I remember. Include actions, thoughts, and feelings. Use words such as first, next and then to tell events in order. Write a closing statement.	
September	25. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]	1.3 4.1, 4.5 5.2, 5.3	revising editing	With help, edit to make my writing clearer. With help, revise my writing to make sure I stay on topic and to make it clearer.	

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
May	26. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.2.6]	Teacher Resources	guidance support collaboration	Use digital tools to finish and share my work. Work with others to write.	
May	27. 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). [W.2.7]	1.2, 1.4 2.2	participate research observations	Work with others to learn and write about a topic.	
August	28. Recall information from experiences or gather information from provided sources to answer a question. [W.2.8]	Teacher Resources	recall	Answer a question by thinking about something that happened to me. Gather information to answer a question.	
Speaking and Listening Standards					
August	29. Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups. [SL.2.1]	1.1, 1.3, 1.5 2.4 3.5 4.1, 4.2, 4.3 5.1, 5.4	participate collaborative	Talk with others using listening and speaking rules. Connect my comments to what others have said. Ask questions if I don't understand.	
August	29.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). [SL.2.1a]	1.2, 1.5 2.4 3.2, 3.5 4.2, 4.3 5.1, 5.4	discussions respectful		

Monroe County Schools
Grade 2 ELA
2015 – 2016

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	29.b. Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b]	Teacher Resources	build conversations remarks		
August	29.c. Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c]	Teacher Resources	clarification		
December	30. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2]	2.1, 2.2, 2.5 3.5 5.1, 5.3	recount describe key details key ideas	Remember and tell others the important details that I have heard or read.	
	31. 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. [SL.2.3]	2.3, 2.5 3.4 5.4	comprehension gather additional information	Ask and answer questions about what a speaker says to help me understand what has been said or to learn more.	
	32. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]	1.4 3.3, 3.4 4.3, 4.5 5.2, 5.4	recount coherent descriptive facts	Tell a story or something that happened to me. Include facts, details, and interesting word. Speak so that the listener can hear and understand me.	

Monroe County Schools
Grade 2 ELA
2015 – 2016

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May	33. 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. [SL.2.5]	4.2	create audio visual displays	Record myself reading using a computer or other digital recorder. Add pictures to my presentation to add meaning.	
August	34. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 35 and 37 for specific expectations.) [SL.2.6]	1.1 3.1	produce	Use complete sentences when I answer questions.	
Language Standards					
August	35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.2.1]	1.1, 1.2, 1.3, 1.5 2.1, 2.3 3.1, 3.2, 3.3 5.1, 5.4, 5.5	demonstrate	Use nouns that name groups of things, like “pride or flock”. Use plural nouns that don’t follow rules, like “feet, children, teeth, and fish”. Use pronouns like, “myself and himself”, that tell about the subject in the sentence. Use past tense verbs that don’t follow the rules; like “sat, hid, and told”. Use adjectives (words that add meaning to the noun) and adverbs (words that add meaning to the verb or adjective).	October
October	35.a. Use collective nouns (e.g., <i>group</i>). [L.2.1a]	2.1	collective nouns	Use nouns that name groups of things, like “pride or flock”.	December


Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
February	35.b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). [L.2.1b]	2.4	irregular plural nouns	Use plural nouns that don't follow rules, like "feet, children, teeth, and fish".	March
March	35.c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). [L.2.1c]	5.1	reflexive pronouns	Use pronouns like, "myself and himself", that tell about the subject in the sentence.	May
December	35.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). [L.2.1d]	3.4, 3.5	irregular verbs	Use past tense verbs that don't follow the rules; like "sat, hid, and told".	March
January	35.e. Use adjectives and adverbs, and choose between them depending on what is to be modified. [L.2.1e]	1.4 4.1, 4.2, 4.3, 4.4, 4.5	adjectives adverbs	Use adjectives (words that add meaning to the noun) and adverbs (words that add meaning to the verb, adjective, or other adverb) to make a sentence clearer.	March
April	35.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). [L.2.1f]	1.2, 1.3, 1.4, 1.5 2.5 4.3 5.4	produce expand rearrange	Expand or rearrange sentences to create new sentences.	May

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
August	36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.2.2]	1.4, 1.5 2.1, 2.2, 2.3, 2.4 3.2, 3.5 4.1, 4.2, 4.3, 4.4, 4.5 5.1, 5.3	demonstrate	Capitalize proper nouns. Use commas in greetings and closings of letters. Use apostrophes in contractions and to show possession. Spell words using patterns. Use dictionaries or other resources to check my spelling.	October
October	36.a. Capitalize holidays, product names, and geographic names. [L.2.2a]	2.2	capitalize	Capitalize proper nouns.	December
February	36.b. Use commas in greetings and closings of letters. [L.2.2b]	3.2 4.5	commas greetings closings	Use commas in greetings and closings of letters.	March
October	36.c. Use an apostrophe to form contractions and frequently occurring possessives. [L.2.2c]	2.2, 2.5 5.4	apostrophe contractions possessives	Use apostrophes in contractions and to show possession.	December
November	36.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). [L.2.2d]	3.2	generalize spelling patterns	Spell words using patterns.	December

Monroe County Schools
Grade 2 ELA
2015 – 2016

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April May	36.e. Form uppercase and lowercase letters in cursive. 	4.1	uppercase lowercase	Write all letters in cursive.	Teacher Checklist
February	36.f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.2.2e]		consult dictionaries	Use dictionaries or other resources to check my spelling.	March
August	37. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]	Teacher Resources		Use what I know about speaking and writing, to communicate appropriately with others.	October
March	37.a. Compare formal and informal uses of English. [L.2.3a]	5.4	compare formal informal		May
November	38. 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. [L.2.4]	4.1, 4.4	determine clarify	Figure out the meaning of a word by reading words around it. Figure out the meaning of a word by knowing the meaning of parts of the word. Use glossaries, dictionaries or other resources to find the meaning of a word.	

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
August	38.a. Use sentence-level context as a clue to the meaning of a word or phrase. [L.2.4a]	2.1, 2.5 3.4 4.1, 4.2, 4.4	sentence-level context	Figure out the meaning of a word by reading words around it.	October
February	38.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). [L.2.4b]	3.2 4.5 5.2 – <i>Carl, the Complainer</i>	determine prefix	Figure out the meaning of a word by knowing the meaning of parts of the word.	March
March	38.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). [L.2.4c]	4.3	root word base word		May
January	38.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). [L.2.4d]	3.3 5.4	compound words		March
March	38.e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e]	5.2 5.3	glossaries dictionaries	Use glossaries, dictionaries or other resources to find the meaning of a word.	May

Monroe County Schools
Grade 2 ELA
2015 – 2016

Month Introduced	CCRS (2013 AL COS)	Resources	Vocabulary	I Can	Date Tested
September	39. Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5]	1.3 3.3, 3.5 4.2, 4.3	demonstrate word relationships	Connect words with my experiences. Explain how two words are similar but can have a little bit different meaning.	December
January	39.a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). [L.2.5a]	1.2 4.1	identify	Connect words with my experiences.	May
December	39.b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>). [L.2.5b]	3.4 4.2, 4.3	distinguish shades of meanings	Explain how two words are similar but can have a little bit different meaning.	May
January	40. 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., <i>When other kids are happy that makes me happy</i>). [L.2.6]	1.1, 1.3, 1.4, 1.5 2.3, 2.4 4.3, 4.4, 4.5	words phrases	Discover new words and phrases through reading, listening, and conversation. Use my new words and phrases when speaking and writing. Use adjectives and adverbs (descriptive words) when speaking and writing.	Teacher Checklis

Monroe County Schools
Grade 2 ELA
2015 – 2016

Formative Assessment Schedule

Formative 1	Formative 2	Formative 3	Formative 4
October	December	March	May
1 3 11 20a 20c 20f 21 21b 35 36 37 38a	1a 2 6 10 15 18 20b 35a 36a 36c 36d 39	1 7 13 14 16 17 20d 20e 21a 21c 22 35b 35d 35e 36b 36f 38b 38d	4 9 12 19 35c 35f 37a 38e 39a 39b

STIAchievement Services will **NOT** create the formative assessments.

Monroe County Schools
Grade 2 ELA
2015 – 2016

Story Key

Lesson	Story Title
1.2	Exploring Space with an Astronaut
1.3	Henry and Mudge
1.4	Walk in the Desert
1.5	The Strongest One

Lesson	Story Title
2.1	Tara and Tyree Fearless Friends
2.2	Abraham Lincoln
2.3	Scarcity
2.4	The Bremen Town Musicians
2.5	One Good Turn Deserves Another

Lesson	Story Title
3.1	Pearl and Wagner
3.2	Dear Juno
3.3	Anaria Goes Fishing
3.4	Rosa and Blanco
3.5	A Weed is a Flower

Monroe County Schools
Grade 2 ELA
2015 – 2016

Lesson	Story Title
4.1	A Froggy Fable
4.2	Life Cycle of a Pumpkin
4.3	Soil
4.4	The Night the Moon Fell
4.5	The First Tortilla

Lesson	Story Title
5.1	Firefighter
5.2	Carl the Complainer
5.3	Bad Dog Dodger
5.4	Horace and Maurice But Mostly Deloris
5.5	The Sign Maker's Assistant

Lesson	Story Title
6.1	Just Like John Gibson
6.2	Red, White, Blue: The Story of an American
6.3	
6.4	Cowboys
6.5	