## **GRADE 2**

## Reading/Language Arts, K-5

## 4<sup>th</sup> Nine Weeks: Scope and Sequence

Content Standards	Dates Taught	% of Students scoring over 70%	Dates Re-taught (Optional)	Formative and Summative Assessments (Additional comments optional)
<ul> <li>Answer and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CC2RL1)</li> </ul>				
<ul> <li>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when dialogue aloud. (CC2RL6)</li> </ul>				
• Compare and Contrast the adventures and experiences of characters in stories. ( <i>I</i> <sup>St</sup> Grade Review) (CC1RL9)				
• Use sentence-level context as a clue the meaning of a word or phrase. (CC2L4.a)				
<ul> <li>Use an apostrophe to form contractions and frequently occurring possessives. (CC2L2.c)</li> </ul>				
<ul> <li>Capitalize holidays, product names, and geographic names.</li> <li>(CC2L2.a)</li> </ul>				
Capitalizing dates and names of people. (CC1L2.a)				
• Ask and Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CC2RI1)				
Know and use various text features (e.g., captions, bold print,				

subheadings, glossaries, indexes, electronic memus, icons) to locate key facts or information in a text efficiently. (CC2RI5)  • Use knowledge of the meaning of the individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, houselfly, bookshelf, notebook, bookmark) (CC21.4.4)  • Read words with inflectional endings. (CC1RF3.f)  • Generalize learned spelling patterns when writing words. (CC21.2.d)  • Use commas and quotation marks in dialogue. (CC31.2.c)  • Ask and Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CC2RI.)  • Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. (CC2RI.7)  • Use sentence-level context as a clue to the meaning of a word or phrase. (CC2I.2.a)  • Decode regularly spelled two-syllable words with long vowels. (CC2RF3.c)  • Use commas in addresses. (3 <sup>rd</sup> Grade Standard) (CC31.2.b)  • Use commas in greetings and closings of letters. (CC2I.2.b)  • Use commas in greetings and closings of key details in a text. (CC2RII)  • Use knowledge of the meaning of the individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark). (CC2I.4.d)  • Decode words with common prefixes and suffixes. (CC2RF3.d)  • Decode regularly spelled two-syllable words with long vowels. (CC2I.4.d)  • Decode regularly spelled two-syllable words with long vowels. (CC2RF3.c)  • Produce, expand, and rearrange complete simple and compound sentences. (CC2I.1.f)  • Ask and Answer such questions as who, what, where, when,		
predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark) (CC2LA.d)  Read words with inflectional endings. (CCIRF3.f)  Generalize learned spelling patterns when writing words. (CC2L2.d)  Use commas and quotation marks in dialogue. (CC3L2.c)  Ask and Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CC2RL1)  Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. (CC2RL7)  Use sentence-level context as a clue to the meaning of a word or phrase. (CC2L4.a)  Decode regularly spelled two-syllable words with long vowels. (CC2RF3.c)  Use commas in greetings and closings of letters. (CC2L2.b)  Use commas in greetings and closings of letters. (CC2L2.b)  Use commas in ddresses. (3 <sup>rd</sup> Grade Standard) (CC3L2.b)  Ask and Answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text. (CC2RI)  Use knowledge of the meaning of the individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark). (CC2LA.d)  Decode regularly spelled two-syllable words with long vowels. (CC2RF3.d)  Decode words with common prefixes and suffixes. (CC2RF3.d)  Decode words with common prefixes and suffixes. (CC2RF3.d)  Decode words with common prefixes and suffixes. (CC2RF3.d)  Produce, expand, and rearrange complete simple and compound sentences. (CC2L1.f)		
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<ul> <li>Decode regularly spelled two-syllable words with long vowels.         (CC2RF3.c)</li> <li>Produce, expand, and rearrange complete simple and compound sentences. (CC2L1.f)</li> </ul>	predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).	
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why, and how to demonstrate understanding of key details in a text. (CC2RL1)		
<ul> <li>Describe how characters in a story respond to major events and challenges. (CC2RL3)</li> </ul>		
<ul> <li>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CC2RL7)</li> </ul>		
• Use sentence-level context as a clue to the meaning of a word or phrase. (CC2L4.a)		
<ul> <li>Decode words with common prefixes and suffixes.</li> <li>(CC2RF3.d)</li> </ul>		
<ul> <li>Decode regularly spelled two-syllable words with long vowels.</li> <li>(CC2RF3.c)</li> </ul>		
• Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CC2L1).		