

A **CORE GUIDE**  
TO THE UTAH  
**ENGLISH LANGUAGE**  
**ARTS (ELA)**  
STANDARDS

# GRADE 2

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# GRADE 2

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## UTAH CORE GUIDE *for* **P-12 ENGLISH LANGUAGE ARTS**



250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.  
State Superintendent of  
Public Instruction

<https://www.schools.utah.gov>

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# GRADE 2

## **SPEAKING AND LISTENING**

### **2.SL.1**

#### **Strand: SPEAKING AND LISTENING (2.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 2.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
  - a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.
  - b. Seek other's opinions or thoughts and identify other's perspectives.

#### **CONCEPTS AND SKILLS TO MASTER**

- Participate in conversations by taking turns.
- Respond when asked a question.
- Use classroom expectations during discussion (e.g., look, lean, listen, lower voice, respond).
- Use previously taught academic vocabulary during classroom and partner conversations.
- Retell, paraphrase or report about other participants comments.
- Add additional information to others comments.
- Agree and disagree with other's comments respectfully.
- Use academic sentence stems or frames when asking or responding to others (I appreciate your comment .., I would like to add..., I agree/disagree because...)

#### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.

- a. Continue a conversation through multiple exchanges while using appropriate tone and body language.
- b. Express own ideas clearly in small and large groups and build on others' ideas.

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details.
- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.
- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 3.SL.1:** Participate effectively in a range of conversations and collaborations, using age-appropriate vocabulary, on topics, texts, and issues.
  - a. Respectfully acknowledge and respond to others' perspectives during discussions.
  - b. Recognize that comments and claims may include two perspectives.
  - c. Participate in conversations by asking questions, acknowledging new information, connecting responses, and keeping the discussion on topic.

**ACADEMIC LANGUAGE**

Agree, disagree, retell, paraphrase, acknowledge, comment, respectful, expectations

**ASSESSMENT EXEMPLARS**

- Use a simple one point rubric for conversations. Rubric could include: took turns, uses academic language, uses sentence frames, looked, leaned, listened appropriately, asked questions.
- Use anecdotal notes taken by the teacher.

**2.SL.2****Strand: SPEAKING AND LISTENING (2.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 2.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details.

**CONCEPTS AND SKILLS TO MASTER**

- Use a strong and loud enough voice for others to hear.
- Use strong enunciation.
- Use appropriate vocabulary.
- Ask and answer questions about a given topic.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
  - a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.
  - b. Seek other's opinions or thoughts and identify other's perspectives.
- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.
- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 3.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details presented in various mediums and formats.

**ACADEMIC LANGUAGE**

Clear and audible

**ASSESSMENT EXEMPLARS**

- Use a simple one point rubric for conversations. Rubric could include: others understand, others can hear, on topic.
- Use anecdotal notes taken by the teacher

**2.SL.3****Strand: SPEAKING AND LISTENING (2.SL)**

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.

**CONCEPTS AND SKILLS TO MASTER**

- Use a strong and loud enough voice for others to hear.
- Use strong and clear enunciation.
- Identify main ideas, relevant facts, descriptions, details, themes.
- Speak in complete sentences.
- Speak in a logical order when using compiled information, opinions or stories (notecards, graphic organizers, outlines, etc. ).

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting and use visual displays, when appropriate, to describe or clarify information to others.

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
  - a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.



b. Seek other's opinions or thoughts and identify other's perspectives.

- **Standard 2.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details.
- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 3.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use relevant descriptions, facts, and details to elaborate on main ideas and themes.

#### **ACADEMIC LANGUAGE**

Language, grammar, volume, pronunciation, present, opinion, enunciation, sequence, logical, relevant, description, facts, details, elaborate, main idea, theme

#### **ASSESSMENT EXEMPLARS**

- Use a simple one point rubric for conversations. Rubric could include: others understand, others can hear, stays on topic, ideas are presented in logical order, uses academic vocabulary, speaks in complete sentences, uses relevant facts, and uses own words.
- Present a summary, report, or topic for an audience (digital, live).
- Use anecdotal notes taken by the teacher.

## **READING**

### **2.R.1**

#### **Strand: READING (2.R)**

- **Standard 2.R.1:** Is mastered in preschool.

### **2.R.2**

#### **Strand: READING (2.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.
  - b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.

#### **CONCEPTS AND SKILLS TO MASTER**

- Identify initial, medial, and final sound in five to six phoneme words.
- Segment sounds in five to six phonemes in words.
- Add, delete and substitute of phonemes in isolation, including blends.
- Add, delete and substitute sounds to build new words (chaining).
- Blend phonemes to pronounce a five to six phoneme words.

#### **CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Add, delete, and substitute initial and final phonemes in single-syllable words including blends.
  - b. Isolate, pronounce, blend, and segment sounds in 4-5 phoneme words, including blends.
  - c. Distinguish long and short vowel sounds in spoken single-syllable words.

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.
  - e. Read and spell age-appropriate compound words.
  - f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
  - g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
  - h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
  - i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
  - j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).
  - k. Read and spell common irregular words.

**RELATED STANDARDS: Future Grade Level**

- **Standard 3.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Reversal of phonemes.
  - b. Phoneme chaining including addition, deletion, and substitution at all word positions (initial, final, and medial)

**ACADEMIC LANGUAGE**

Identify, initial, medial, final sound, phoneme, segment, add, delete, substitute, blends, chain, and blend

**ASSESSMENT EXEMPLARS**

- P.A.S.T. or similar Phonemic Inventory
- Word Chains of building five or more new words
- Read a given a list of words with five to six phonemes

**2.R.3****Strand: READING (2.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.
  - e. Read and spell age-appropriate compound words.
  - f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
  - g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
  - h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
  - i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
  - j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).
  - k. Read and spell common irregular words.

**CONCEPTS AND SKILLS TO MASTER**

- Use letter sound correspondences for spelling patterns.
- Use six-syllable types (CVC, CVe, Vr, CVVC, Cle, CV) for reading and spelling in two- to four-syllable words.
- Use common prefixes such as, but not limited to pre, re, dis, im, in, tion to support reading and spelling.
- Use common suffixes such as, but not limited to s, es, ies, ing, ed, er, or, est to support reading and spelling.
- Identify words or word patterns that do not follow standard English rules due to word origin (ballet, garage, coupon) to support reading and spelling.

- Identify the unaccented syllable in a two- to three-syllable word and know that the vowel will flex causing an empty syllable or schwa.
- Read and spell phonograms, irregular words, diphthongs, vowels, hard and soft sounds, silent letters within words, trigraphs, and variant digraphs.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. With prompting and support, identify and begin using consonant and vowel y while reading (i.e., consonant sound: /y/ as in yes, vowel sound: final sound /ī/ as in fly, final sound /ē/ as in baby, and medial sound /ĩ/ in gym).
  - b. With prompting and support, identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).

### RELATED STANDARDS: Current Grade Level

- **Standard 2.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.
  - b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.

### RELATED STANDARDS: Future Grade Level

- **Standard 3.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin using the combined knowledge of all letter-sound correspondences, syllabication patterns, morphology (e.g., roots and affixes), and etymology to accurately read unfamiliar multisyllabic words in and out of context.
  - b. Read and spell words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel -r, consonant -le) in multisyllabic words.
  - c. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - d. Identify the unaccented syllable in multisyllabic words (e.g., nation, active, atomic) when reading and spelling.
  - e. Read and spell common irregular words.

### ACADEMIC LANGUAGE

Letter sound correspondences, spelling patterns, prefixes, suffixes, word

patterns, phonograms, irregular words, diphthongs, vowels, trigraphs, variant digraphs, hard and soft sounds

### ASSESSMENT EXEMPLARS

- CORE phonics survey or similar diagnostic (LETRS, SIPPS placement, 95% PSI)
- Word chaining
- Writing samples evaluated for spelling of taught word patterns
- Reading fluency assessment (rate, prosody, and comprehension)
- Decodable passages with previously taught spelling patterns

## 2.R.4

### Strand: READING (2.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

### CONCEPTS AND SKILLS TO MASTER

- Fluency including prosody, accuracy, automaticity (rate)
- Concepts of print
- Grade-level phonemic awareness
- Grade-level phonics
- Vocabulary and background knowledge

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Add, delete, and substitute initial and final phonemes in single-syllable words including blends.
  - b. Isolate, pronounce, blend, and segment sounds in 4-5 phoneme words, including blends.
  - c. Distinguish long and short vowel sounds in spoken single-syllable words.

- **Standard 1.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. With prompting and support, identify and begin using consonant and vowel y while reading (i.e., consonant sound: /y/ as in yes, vowel sound: final sound /ī/ as in fly, final sound /ē/ as in baby, and medial sound /ī/ in gym).
  - b. With prompting and support, identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le).
  - c. Demonstrate mastery of the hard and soft sounds of c and g.
  - d. Blend words with 4-5 phonemes when reading.
  - e. Decode two-syllable words by breaking the words into syllables (i.e., open, closed, VCe).
  - f. Read and spell words with common consonant digraphs (i.e., sh, ch, wh, th, ng).
  - g. Read age-appropriate compound words.
  - h. Read words with inflectional endings (i.e., -s, -ed, -ing, -er, -est).
  - i. Read and spell common irregular words.

<b>RELATED STANDARDS: Current Grade Level</b>
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- **Standard 2.R.2:** Demonstrate mastery of age-appropriate phonological awareness skills.
  - a. Add, delete, and substitute initial, medial, and final sounds in 5-6 phoneme words including blends.
  - b. Isolate, pronounce, blend, and segment phonemes in 5-6 phoneme words.
  
- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.
  - e. Read and spell age-appropriate compound words.
  - f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
  - g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).

- h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
- i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
- j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).
- k. Read and spell common irregular words.

#### RELATED STANDARDS: Future Grade Level

- **Standard 3.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)

#### ACADEMIC LANGUAGE

Fluency (prosody, rate, accuracy), comprehension, vocabulary, and background knowledge

#### ASSESSMENT EXEMPLARS

- Using a rubric with the following elements: expression and volume, phrasing, smoothness, and pace
- Reading grade level passages with accuracy and appropriate rate
- Engaging in daily reading with decodable and rich text
- Monitoring progress with Acadience Reading

## 2.R.5

### Strand: READING (2.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)

#### CONCEPTS AND SKILLS TO MASTER

- Retell or paraphrase a text using the characters, setting, actions, problems and solutions in a text.
- Ask and answer questions about a text.
- Answer a question in a complete sentence or thought.



- Identify key details to demonstrate comprehension.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.R.5:** Ask and answer questions about key details in a text. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 2.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
  - Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.
  - Seek other's opinions or thoughts and identify other's perspectives.
- **Standard 2.SL.2:** Speak clearly and audibly while asking and answering questions about a topic and key details.
- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.

### RELATED STANDARDS: Future Grade Level

- **Standard 3.R.5:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL & RI)

### ACADEMIC LANGUAGE

Ask, answer, understand, and key details

### ASSESSMENT EXEMPLARS

- Students will create 3 to 5 questions about a text using the who, what, why, where, and how questions accompanied with the answer that cites where it can be found. High quality student generated questions can be used for other students to answer.
- Answers to questions are supplied to students and students locate where the answer is found in the text
- Teachers will provide sentence stems and have the students complete them with information from the text.

**2.R.6****Strand: READING (2.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.

**CONCEPTS AND SKILLS TO MASTER**

- Identify text structure (e.g., cause and effect, description, problem solution, chronology, compare, contrast).
- Identify main idea (RI) or identify the main elements such as beginning, middle, end. (RL)
- Read widely in both informational and literary text including text that represents U.S. and world cultures.
- Retell the text by using the text structure (e.g., chronology, cause and effect, comparison, description, definition, argument, opinion, etc.).
- Summarize information presented in the text.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.R.6:** Read a variety of texts including those from diverse cultures to identify and retell the main idea and key details of a text. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)
- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.
- **Standard 2.R.7:** Describe how characters respond to major events and challenges. (RL)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)

### RELATED STANDARDS: Future Grade Level

- **Standard 3.R.6:** Read a variety of texts including those from diverse cultures, retell the text according to the text structure including the main idea and how key details support the main idea. (RL & RI)

### ACADEMIC LANGUAGE

Text structure, cause and effect, description, problem solution, chronology, compare, contrast, main idea, beginning, middle, end, chronological, summarize, retell

### ASSESSMENT EXEMPLARS

- Identify and explain a text structure while identifying the main idea.
- Retell a text in own words (written or oral) using the appropriate text structure.
- Write a response summarizing a text or portion of a text to answer a question.

## 2.R.7

### Strand: READING (2.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.7:** Describe how characters respond to major events and challenges. (RL)  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI)

### CONCEPTS AND SKILLS TO MASTER

- Use descriptions of characters, major events, and challenges.
- Describe responses to major events and challenges.
- Describe connections between events, ideas, concepts, and technical procedures.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.R.5:** Ask and answer questions about key details in a text. (RL & RI)
- **Standard 1.R.6:** Read a variety of texts including those from diverse cultures to identify and retell the main idea and key details of a text. (RL & RI)
- **Standard 1.R.7:** Describe characters, settings, and important events in a story (RL) or pieces of information in a text. (RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.R.4:** Read grade-level text\* with accuracy and fluency to support comprehension. (RL & RI)
- **Standard 2.R.5:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RL & RI)
- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.

**RELATED STANDARDS: Future Grade Level**

- **Standard 3.R.7:** Describe characters in a story and explain how their actions contribute to the sequence of events. (RL)  
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI)

**ACADEMIC LANGUAGE**

Description, characters, major events, challenges, connection, historical event, scientific ideas and concepts, and technical procedures

**ASSESSMENT EXEMPLARS**

- Describe or summarize a character’s actions in a text.
- Create a timeline of steps a character takes.
- Collaboratively recreate (written, digital, or verbal) the steps a character takes to create a product.

**2.R.8****Strand: READING (2.R)**

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- **Standard 2.R.8:** Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Explain how specific words express emotion.
- Explain how phrases express emotion.
- Explain how phrases appeal to the senses.
- Explain how specific words appeal to the senses.
- Determine meaning of content-specific words within a text.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.R.8:** Identify specific words and phrases that express emotion, appeal to the senses, and/or determine the meaning of content-specific words within a text. (RL & RI)

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use sentence-level context as a clue to the meaning of a word.
  - b. Determine the meaning of a new word when a known prefix or root is used.
  - c. Predict the meaning of compound words using knowledge of the meaning of the individual words.
  - d. Use glossaries and dictionaries to determine the meaning of words and phrases.
- **Standard 2.R.12:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 3.R.8:** Determine the meaning of words, phrases, similes, metaphors, and academic and content-specific words within a text. (RL & RI)

**ACADEMIC LANGUAGE**

Phrases, emotion, appeal, senses, content-specific, express, and explain

**ASSESSMENT EXEMPLARS**

- Use academic and content-specific words when discussing or writing about a text or topic.
- Use a two-column graphic organizer to identify preselected words or phrases in Column 1 and the sense, emotion, or meaning of the word in Column 2.
- Use the Frayer Model which defines, explains, and illustrates words/phrases in a graphic organizer.

**2.R.9****Strand: READING (2.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Use sentence-level context as a clue to the meaning of a word.
  - b. Determine the meaning of a new word when a known prefix or root is used.
  - c. Predict the meaning of compound words using knowledge of the meaning of the individual words.
  - d. Use glossaries and dictionaries to determine the meaning of words and phrases.

**CONCEPTS AND SKILLS TO MASTER**

- Identify multiple meaning words and/or phrases.
- Use context within the a sentence to determine its correct meaning.

- Use two parts of a compound word, to determine its meaning.
- Use previously taught prefixes to determine meaning of words and phrases.
- Use a glossary or dictionary (e.g., digital, AI, or text).

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (RL & RI)
  - a. Begin using sentence-level context as a clue to the meaning of a word.
  - b. Identify frequently occurring root words and their inflectional forms.

### RELATED STANDARDS: Current Grade Level

- **Standard 2.R.8:** Explain how specific words and phrases express emotion, appeal to the senses, or determine the meaning of content-specific words within a text. (RL & RI)

### RELATED STANDARDS: Future Grade Level

- **Standard 3.R.9:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies. (RL & RI)
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of a new word when a known affix or root is used.
  - c. Use glossaries or dictionaries to determine or clarify the precise meaning of key words and phrases.

### ACADEMIC LANGUAGE

Determine, clarify, multiple-meaning words, phrases, flexibly, context as a club, prefix, root, predict, compound words, individual words, glossaries, and dictionaries

### ASSESSMENT EXEMPLARS

- Build a guided word web using multiple meaning words.
- Highlight words within a given text that have multiple meanings and note the correct definition.
- Explain (oral discussion or written) multiple meanings of words and why the meaning chosen fits into the context of the text's sentence.
- Predict the meanings of the words using a list of new compound words.

**2.R.10****Strand: READING (2.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)

**CONCEPTS AND SKILLS TO MASTER**

- Describe literary text structure.
- Describe informational text structure.
- Locate facts, details, and information.
- Retell/Summarize text using facts, details and information.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.
  - a. Continue a conversation through multiple exchanges while using appropriate tone and body language.
  - b. Express own ideas clearly in small and large groups and build on others' ideas.
- **Standard 1.SL.2:** Speak clearly and audibly while expressing thoughts, emotions, and ideas while asking and answering questions.
- **Standard 1.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting and use visual displays, when appropriate, to describe or clarify information to others.
- **Standard 1.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts about the topic, and provide a concluding statement.
  - a. Write, produce, and expand complete simple sentences.
  - b. Use appropriate conventions when writing.
- **Standard 1.W.3:** Write narrative pieces that retell two or more events. Provide details regarding the events using temporal words in



- sequential order and provide a concluding statement.
- a. Write, produce, and expand complete simple sentences.
  - b. Use appropriate conventions when writing.

#### **RELATED STANDARDS: Current Grade Level**

- **Standard 2.SL.1:** Participate effectively in a range of conversations with various partners, using age-appropriate vocabulary on topics and texts.

  - a. Initiate and build on a conversation through multiple exchanges while using appropriate tone and body language.
  - b. Seek other's opinions or thoughts and identify other's perspectives.
- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.
- **Standard 2.W.4:** Participate in shared research and writing projects on a topic.

  - a. Recall and gather information from provided sources to answer a question about the topic.
  - b. Interact and collaborate with others throughout the writing process.
- **Standard 2.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.

  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.
- **Standard 2.W.3:** Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement.

  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 3.R.10:** Identify and discuss the structural elements of different types of text when writing or speaking about a text. (RL)

Use text features and search tools to build comprehension and locate relevant information efficiently. (RI)

### ACADEMIC LANGUAGE

Describe, literary, informational, text structure, facts, details, and efficiently

### ASSESSMENT EXEMPLARS

- Create a graphic showing and describing the nonfiction features.
- Rate an explanation (written, digital, or oral), about text features and how the author uses them to aid in understanding, using a simple rubric.
- After reading a text, give a summary using the facts, details, and information within the text. This may be done orally, digitally, or written.

## 2.R.12

### Strand: READING (2.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.12:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)

### CONCEPTS AND SKILLS TO MASTER

- Identify story elements including illustrations. (RL)
- Understand how to read a text and use an illustration to add information to the text.
- Identify text features. (RI)
- Explain how text features and illustrations contributes to the understanding and comprehension of the text.
- Use text features to determine the message of the text.

### CRITICAL BACKGROUND KNOWLEDGE

Begins in second grade.

### RELATED STANDARDS: Current Grade Level

- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)

**RELATED STANDARDS: Future Grade Level**

- **Standard 3.R.12:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text. (RL & RI)

**ACADEMIC LANGUAGE**

Demonstrate, text features, illustrations, purpose, message, contributes, and story elements

**ASSESSMENT EXEMPLARS**

- After reading an assigned text, write about how the illustrations helped the reader with the meaning of the text.
- Using a piece of text that includes text features, tell a partner why the text feature helps clarify the meaning of the text.
- After reading a text, design an infographic (digital or written and illustrated) that demonstrates understanding of the text. For example: Create a text feature for one of the following: valleys or canyons, including water in either a solid or liquid form.

**2.R.13****Strand: READING (2.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R13:** Not applicable for RL.  
Explain how specific points an author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)

**CONCEPTS AND SKILLS TO MASTER**

Explain how claims in a text are supported by relevant reasons and evidence. (RI)

- Identify points an author/illustrator makes.
- Identify evidence.
- Identify when and how an author makes a point or uses evidence.
- Connect how evidence supports points made.

**CRITICAL BACKGROUND KNOWLEDGE**

Begins in second grade.

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.

**RELATED STANDARDS: Future Grade Level**

- **Standard 3.R.13:** Not applicable for RL.  
Explain how claims in a text are supported by relevant reasons and evidence. (RI)

**ACADEMIC LANGUAGE**

Point, evidence, relevant, author, and illustrator

**ASSESSMENT EXEMPLARS**

- After reading a text, create a two-column chart with an author's or illustrator's point in the first column and evidence to support the point in the second column.
- Using index cards (digital or paper), create a memory game with points made on one card and the matching evidence on another card. Explain to your partner why the two go together.
- Using a copy (digital or paper) of the text, highlight a claim(s) with the supporting evidence in the same colors. At the bottom of the page, write one to two sentences explaining how the claim and evidence are connected. (This could also be created in a Nearpod as a drag and drop activity.)

**2.R.14****Strand: READING (2.R)**

Students will learn to proficiently read and comprehend grade level literature and informational text, including seminal U.S. documents of historical and literary significance, at the high end of the grade level text complexity band, with scaffolding as needed. *\*Standard R.4 includes an asterisk to refer educators back to the Text Complexity Grade Bands and Associated Lexile Ranges in the introduction of the standards.*

- **Standard 2.R.14:** Compare two or more versions of the same text from different cultures and the most important points presented by two texts on the same topic. (RL & RI)

### CONCEPTS AND SKILLS TO MASTER

- Compare two versions of the same text from different cultures.
- Identify important points presented by two texts on the same topic.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.R.6:** Read a variety of texts including those from diverse cultures to identify and retell the main idea and key details of a text. (RL & RI)

### RELATED STANDARDS: Current Grade Level

- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.
- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)

### RELATED STANDARDS: Future Grade Level

- **Standard 3.R.14:** Compare the themes, settings, and plots of stories written about the same or similar characters. (RL)  
Compare the most important points and key details presented in two texts on the same topic. (RI)

### ACADEMIC LANGUAGE

Compare, versions, cultures, points made, and topic

### ASSESSMENT EXEMPLARS

- On a graphic organizer (Top Hat Organizer provides more room than a Venn Diagram) give each text a column and a third space labeled as "Related." After reading the two texts, list the items that are different in each respective column and things that are alike in the related section. Write a paragraph that describes your findings.
- On a digital Jamboard or physical chart, add sticky notes about two different characters. Identify the two characters. Place sticky notes under each character's name that identify the differences. (Could replace character with story.)

## WRITING

### 2.W.1

#### Strand: WRITING (2.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 2.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.

#### CONCEPTS AND SKILLS TO MASTER

- Introduce a topic.
- State an opinion.
- Support an opinion with evidence.
- Use linking words to connect an opinion with evidence.
- Provide a concluding statement.
- Construct simple and compound sentences.

#### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence for the opinion, and provide a concluding statement.
- **Standard 1.W.5:** Legibly write all upper- and lowercase manuscript letters.

#### RELATED STANDARDS: Current Grade Level

- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.
  - b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
  - c. Blend words with 5-6 phonemes when reading.
  - d. Decode words with common prefixes and suffixes.

- e. Read and spell age-appropriate compound words.
- f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
- g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
- h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
- i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
- j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).

- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 3.W.1:** Write argumentative pieces on topics and/or texts, supporting a point of view with evidence, using linking words and phrases to connect the claim to the evidence, and provide a concluding statement.
  - a. Introduce the topic, state a claim, and create an organizational structure that provides evidence.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

#### **ACADEMIC LANGUAGE**

Topic, opinion, evidence, support, linking words, phrases, concluding statement, produce, expand, complete, conventions, punctuation, simple sentence, compound sentence, and rearrange

#### **ASSESSMENT EXEMPLARS**

After reading about a topic, write an opinion and find evidence in the text to support your opinion. Make sure your response follows an organizational structure that introduces the topic, states your opinion, uses linking words, and phrases and provides a concluding statement.

- Scoring could include a simple rubric with the following elements:
  - ▶ Introduction of the topic
  - ▶ Organizational structure
  - ▶ Provided opinion
  - ▶ Supporting evidence for opinion
  - ▶ Simple and compound sentences

- ▶ Appropriate conventions, including beginning and ending punctuation
- ▶ Linking words
- ▶ Concluding statement

**2.W.2****Strand: WRITING (2.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 2.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.

**CONCEPTS AND SKILLS TO MASTER**

- Introduce a topic.
- Supply facts and definitions.
- Provide a concluding statement.
- Write simple and compound sentences.
- Provide an organized structure for the topic including grouping related information and graphics.
- Use appropriate conventions including beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, adjectives.
- Use correct spelling.
- Utilize a checklist/rubric.

**CRITICAL BACKGROUND KNOWLEDGE**

- **Standard 1.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts about the topic, and provide a concluding statement.
  - a. Write, produce, and expand complete simple sentences.
  - b. Use appropriate conventions when writing.
- **Standard 1.W.5:** Legibly write all upper- and lowercase manuscript letters.

**RELATED STANDARDS: Current Grade Level**

- **Standard 2.R.3:** Demonstrate mastery of age-appropriate phonics skills.
  - a. Identify and begin reading and spelling words with all six



syllable types (i.e., open, closed, CVCe, vowel team, vowel-r, consonant -le) in multisyllabic words.

- b. Identify and begin using schwa in multisyllabic words (e.g., ago, away, again, along, afraid) when reading and spelling.
- c. Blend words with 5-6 phonemes when reading.
- d. Decode words with common prefixes and suffixes.
- e. Read and spell age-appropriate compound words.
- f. Read and spell words with common variant digraphs (i.e., ph /f/, gh /f/, ch /sh/ and /ck/).
- g. Read and spell words with common trigraphs (i.e., tch /ch/ and dge /j/).
- h. Read and spell words with hard and soft c and g along with silent letters kn-, -lm, -mb, gh-, and wr-.
- i. Read and spell words with the following diphthongs and vowels (i.e., oi, oy; ou, ow; au, aw; oo, u).
- j. Read and spell words with phonograms (i.e., -old, -ild, -ost, -olt, -ind).

- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.
- **Standard 2.SL.3:** Use age-appropriate language, grammar, volume, and clear pronunciation when speaking or presenting.
  - a. Present information, stories, or opinions, sequencing ideas logically and use descriptions, facts, and details.
- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)

#### **RELATED STANDARDS: Future Grade Level**

- **Standard 3.W.2:** Write informative/explanatory pieces to examine a topic that conveys ideas and information clearly, link ideas within categories of information using words and phrases, and provide a concluding statement.
  - a. Introduce and develop a topic using facts, definitions, details, and group related information and graphics together.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

#### **ACADEMIC LANGUAGE**

Topic, facts, definitions, details, descriptions, facts, definitions, information, linking words, conclusion, text cohesion, structure, simple and compound sentences,

conventions, punctuation, commas, nouns, verbs, and adjectives

### ASSESSMENT EXEMPLARS

After reading and/or researching information about a topic, write an explanation with facts, definitions, and details, using evidence from the text or research. Be sure your response follows a logical order, introduces the topic, uses linking words, and provides a concluding statement.

- Scoring could include a simple rubric with the following elements:
  - ▶ Introduction of the topic
  - ▶ Organizational structure
  - ▶ Connected textual evidence
  - ▶ Facts, details, and descriptions
  - ▶ Simple and compound sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
  - ▶ Linking words and phrases
  - ▶ Concluding statement

### 2.W.3

#### Strand: WRITING (2.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 2.W.3:** Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.

### CONCEPTS AND SKILLS TO MASTER

- Give an introduction.
- Retell a narrative piece in sequential order.
- Build and describe characters.
- Use descriptions, adjectives, adverbs.
- Use details to describe actions, thoughts, and emotions.
- Provide an organized structure and illustrations.
- Compose a concluding statement.

- Produce compound sentences by rearranging simple sentences.
- Use appropriate conventions including beginning and ending punctuation, commas, specific or descriptive words such as nouns, verbs, and adjectives.
- Utilize a checklist/rubric.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.W.3:** Write narrative pieces that retell two or more events. Provide details regarding the events using temporal words in sequential order and provide a concluding statement.
  - a. Write, produce, and expand complete simple sentences.
  - b. Use appropriate conventions when writing.

### RELATED STANDARDS: Current Grade Level

- **Standard 2.R.6:** Read a variety of texts including those from diverse cultures, retell the narrative (RL) or informational text (RI) according to the text structure including the main idea.
- **Standard 2.R.10:** Describe the overall literary and informational text structure to locate facts, details, and information efficiently. (RL & RI)
- **Standard 2.R.12:** Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RL & RI)
- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

### RELATED STANDARDS: Future Grade Level

- **Standard 3.W.3:** Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, event sequences, and provide a concluding statement.
  - a. Set the scene and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Write, produce, and expand simple, compound, and complex sentences.
  - c. Use dialogue and descriptions of actions, thoughts, and emotions.
  - d. Use appropriate conventions when writing including text cohesion, sentence structure, and phrasing.

### ACADEMIC LANGUAGE

Introduction, descriptions, character, sequence, compound sentences, conclusion, organization, related information, illustrations, comma, nouns, verbs, adverbs, adjectives, beginning, middle, end, and problem

**ASSESSMENT EXEMPLARS**

- **Real experience:** After reading about an event, situation, or topic, tell a time when you experienced a similar situation and how you solved the problem. Be sure to tell the events in order, using descriptive details and provide a conclusion.
- **Imagined experience:** After reading about an event, situation, or topic, tell about an imaginary experience where you are the character and have a similar experience (or problem to solve). The written piece should include the development of an introduction, description of characters and setting, events following a logical sequence, and a conclusion.
- **Scoring could include a rubric with the following elements:**
  - ▶ Introduction
  - ▶ Organizational structure (beginning, middle, end)
  - ▶ Descriptions, details
  - ▶ Character
  - ▶ Setting
  - ▶ Simple and compound sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
  - ▶ Linking words and phrases

**2.W.4****Strand: WRITING (2.W)**

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 2.W.4:** Participate in shared research and writing projects on a topic.
  - a. Recall and gather information from provided sources to answer a question about the topic.
  - b. Interact and collaborate with others throughout the writing process.

**CONCEPTS AND SKILLS TO MASTER**

- Analyze a prompt or topic.
- Use graphic organizers.
- Use provided sources.
- Read text to gather evidence and information.
- Group related information into categories.

- Collaborate with peers to organize, revise, and edit.
- Build draft(s).
- Use explanations, descriptions, and words to provide understanding of the topic/prompt.
- Utilize a checklist/rubric.

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.W.4:** Participate in shared research and writing projects.
  - a. Recall information from experiences or learned information.
  - b. Interact and collaborate with others throughout the writing process.

### RELATED STANDARDS: Current Grade Level

- **Standard 2.W.1:** Write opinion pieces that introduce the topic, state an opinion, supply evidence that supports the opinion, use linking words to connect opinion and evidence, and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.
- **Standard 2.W.2:** Write informative/explanatory pieces that introduce a topic, supply facts and definitions to develop points, and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.
- **Standard 2.W.3:** Write narrative pieces in which they retell an elaborated event or short sequence of events; include details to describe actions, thoughts, and emotions using temporal words in sequential order; and provide a concluding statement.
  - a. Write, produce, expand, and rearrange complete simple and compound sentences.
  - b. Use appropriate conventions when writing.
- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

### RELATED STANDARDS: Future Grade Level

- **Standard 3.W.4:** Conduct short research projects to build knowledge about a topic.

- a. Recall and gather relevant information from one or more sources and provide brief notes to demonstrate understanding of the topic.
- b. Interact and collaborate with others throughout the writing process.

### ACADEMIC LANGUAGE

Analyze, prompt, topic, graphic organizers, sources, evidence, information, related, categories, revise, edit, draft, explanations, descriptions, rubric, and checklist

### ASSESSMENT EXEMPLARS

As a group, using the teacher-created template, research using provided sources on a topic to produce, publish, and present a product. Be sure to collaborate with your partner/peers; utilize a graphic organizer for taking notes and organizing information. Build drafts and revise with peers. Analyze your work with the teacher-provided rubric.

- Scoring could include a rubric with the following elements:
  - ▶ Introduction of the topic
  - ▶ Organizational structure
  - ▶ Connected textual evidence
  - ▶ Facts, details, and descriptions
  - ▶ Peer collaboration
  - ▶ Revision checklist
  - ▶ Simple, compound, and complex sentences
  - ▶ Appropriate conventions including text cohesion, sentence structure, and phrasing
  - ▶ Linking words and phrases
  - ▶ Concluding statement

## 2.W.5

### Strand: WRITING (2.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

- **Standard 2.W.5:** Fluently write all upper- and lowercase manuscript letters.

### CONCEPTS AND SKILLS TO MASTER

- Strokes
- Pencil grip
- Paper placement

- Letter spacing
- Letter formation

### CRITICAL BACKGROUND KNOWLEDGE

- **Standard 1.W.5:** Legibly write all upper- and lowercase manuscript letters.

### RELATED STANDARDS: CURRENT GRADE LEVEL

- **Standard 1.W.3:** Write, produce, and expand complete simple sentences.

### RELATED STANDARDS: Future Grade Level

- **Standard 3.W.5:** Legibly write all upper- and lowercase cursive and manuscript letters.

### ACADEMIC LANGUAGE

Spacing, letter formation, paper placement, top, middle, bottom, line spaces, rounded, and straight

### ASSESSMENT EXEMPLARS

- Write the alphabet using the correct pencil grip and letter formation.
- Write a sentence with legible handwriting.
- After doing a quick write on a topic, students rate writing for letter formation, legibility, and fluency.
- Sample rubric could include:
  - ▶ Strokes
  - ▶ Letter spacing
  - ▶ Letter formation
  - ▶ Legibility

## GRAMMAR AND CONVENTIONS PROGRESSION CHART

The following table provides a suggested list of grammar and conventions for teachers to use when implementing the P-12 Utah English Language Arts Standards, specifically writing standards one through three and speaking and listening standard three. Teaching grammar and conventions is a component of overall language instruction. Therefore, this instruction needs to be embedded within contexts where students are authentically producing and consuming language (i.e., reading, writing, and speaking and listening) rather than taught as isolated skills.

[Language and Convention Skills Table](#) ADA compliant

### Language and Convention Skills

GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Capitalize the first word in a sentence and the pronoun I.												
Use common nouns, verbs, and prepositions.												
Distinguish between common and proper nouns and capitalize appropriately.												
Use singular and plural nouns with matching verbs.												
Use personal, possessive, and indefinite pronouns.												
Use reflexive pronouns.												
Recognize and correct inappropriate shifts in pronoun number and person.												
Recognize and correct vague pronouns (i.e., those with unclear or ambiguous antecedents).												
Use verbs to convey a sense of past, present, and future.												
Form and use the past tense of frequently occurring irregular verbs.												
Follow subject-verb and pronoun-antecedent agreement.												
Recognize and correct inappropriate shifts in verb tense.												



GRADE	P3	P4	K	1	2	3	4	5	6	7-8	9-10	11-12
Use common adjectives, conjunctions, and determiners.				■	■	■	■	■	■	■	■	■
Use adjectives and adverbs, and choose between them depending on what is to be modified.					■	■	■	■	■	■	■	■
Use end punctuation for sentences.			■	■	■	■	■	■	■	■	■	■
Use an apostrophe to form contractions and frequently occurring possessives.					■	■	■	■	■	■	■	■
Use punctuation to separate items in a series.				■	■	■	■	■	■	■	■	■
Use punctuation (i.e., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.									■	■	■	■
Select words and phrases for effect.						■	■	■	■	■	■	■
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.							■	■	■	■	■	■
Correctly use frequently confused words and homophones (e.g., to/too/two; there/their).							■	■	■	■	■	■
Use hyphens correctly.										■	■	■
Choose words and phrases to convey ideas precisely and clearly.							■	■	■	■	■	■
Use correct punctuation for effect (i.e., dashes, semi-colons, etc.).										■	■	■
Vary sentence patterns for meaning, reader/listener interest, and style.										■	■	■
Maintain consistency in style and tone.										■	■	■
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.										■	■	■
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.										■	■	■
Recognize and correct inappropriate shifts in active/passive voice and mood.										■	■	■
Use parallel structure.										■	■	■



250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.  
State Superintendent of  
Public Instruction

<https://www.schools.utah.gov>