

Standards aligned with the Common Core State Standards are shared below with the given trimesters in which each standard is emphasized in the Sauk Prairie Schools

RL: Reading Standards for Literature	T1	T2	T3
<i>Key Ideas and Details</i>			
RL.2.1: Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	X	X	X
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			X
RL.2.3: Describe how characters in a story respond to major events and challenges.	X	X	
<i>Craft and Structure</i>			
RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			X
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	X		
RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.			X
<i>Integration of Knowledge and Ideas</i>			
RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.	X		
RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			X
<i>Range of Reading and Level of Text Complexity</i>			
RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			X
RI: Reading Standards for Informational Text	T1	T2	T3
<i>Key Ideas and Details</i>			
RI.2.1: Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	X	X	X
RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		X	
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		X	
<i>Craft and Structure</i>			
RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	X	X	X
RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text quickly and efficiently.			X
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		X	
<i>Integration of Knowledge and Ideas</i>			
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).		X	
RI.2.8: Describe how reasons support specific points the author makes in a text.		X	
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.			X
RI.2.10: By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.			X

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RF: Foundational Skills	T1	T2	T3
RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.	X		X
RF.2.4: Read with sufficient accuracy and fluency to support comprehension.			X
W: Writing Standards	T1	T2	T3
W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.			X
W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		X	
W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	X		
W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	X	X	X
W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		X	X
W.2.7: 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).		X	
W.2.8: Recall information from experiences or gather information from provided sources to answer a question.		X	X
SL: Speaking and Listening	T1	T2	T3
SL.2.1: Participate in collaborative conversations about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	X		
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.	X		
SL.2.3: 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.	X		
SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	X		
SL.2.5: 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.			X
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)		X	
L: Language Standards	T1	T2	T3
L.2.1: Observe conventions of grammar and usage when writing or speaking.	X		X
L.2.2: Observe conventions of capitalization, punctuation, and spelling when writing.	X		X
L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X		X
L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.			X
L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.			X
L.2.6: 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>).		X	