

Standard	ES	Priority	Taught	DOK	Stand explained:	Learning Target 1:	Learning Target 2:	Learning Target 3:	Learning Target 4:	Learning Target 5:	Learning Target 6:
2.R.1.A.a ongoing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	Develop and demonstrate reading skills in response to text by: using text features to make and confirm predictions, explain why not confirmed	I can use text features to make and confirm predictions	I can explain why my prediction was not confirmed using text evidence				
2.R.1.A.c Unit 3, 5, 8 Mastery in 8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Develop and demonstrate reading skills in response to text by: seeking clarification, and using information/ facts and details about texts and supporting answers with evidence from text	I can seek clarification about the texts that I read.	I can use information/facts and details about texts to support answers with evidence.				
2.R.1.A.d Unit 1, 2, 6, 8 BME Mastery 2 Moral Mastery 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Develop and demonstrate reading skills in response to text by: retelling a story's beginning, middle, and end and determining their central message, lesson	I can retell a story's beginning, middle, and end.	I can tell the story's message, lesson, or moral.				
2.R.1.B.a Unit 5 Mastery 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Develop an understanding of vocabulary by: using prefixes, root words, and suffixes to determine the meaning of words	I can use pre-fixes to learn the meaning of new words.	I can use root words to learn the meaning of new words.	I can use suffixes to learn the meaning of new words.			
2.R.1.B.c CEA ongoing Mastery 8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Develop an understanding of vocabulary by: using context to determine the meaning of a new word or multiple-meaning word in text	I can use context clues to determine the meaning of a new word or a multiple meaning word I read.					
2.R.1.B.h Unit 3 (ongoing) Mastery 8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases.	I can learn new words by using conversational words and phrases	I can learn new words by using academic words and phrases.	I can learn new words by using content specific words and phrases			
2.R.1.D.a ongoing mastery on level	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate	I can read developmentally appropriate text independently for a sustained period of time.	I can read developmentally appropriate text independently for multiple purposes.				
2.R.1.D.b ongoing mastery on level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Read independently for multiple purposes over sustained periods of time by: producing evidence of reading	I can show evidence of reading.	I can read for a sustained period of time.				
2.R.2.A.a CEA Unit 2,8 Mastery setting/P&S 2 Mastery moral 8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Read, infer, analyze, and draw conclusions to: describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson	I can describe the setting of a fiction text.	I can describe problems within a fiction text.	I can describe solutions within a fiction text.	I can describe the sequence of events (plot) within a fiction text.	Note: Students will use reading, inferring, and drawing conclusions to describe story elements. This strategy should be applied to fiction texts from a variety of cultures and times.	
2.R.2.A.b Unit 2 mastery 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Read, infer, analyze, and draw conclusions to: describe the main characters in works of fiction, including their traits, motivations, and feelings	I can describe main character traits.	I can describe the motivations for main character's actions.	I can describe the main character's feelings.			
2.R.2.A.d unit 7 mastery 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Read, infer, analyze, and draw conclusions to: describe cause and effect relationships	I can describe cause and effect relationships in fiction.					
2.R.2.A.f unit 6 mastery 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Read, infer, analyze, and draw conclusions to: compare and contrast the differences in points of view of characters and how stories are narrated	I can compare the differences in points of view of characters	I can contrast the differences in points of view of characters.	I can compare the differences in how stories are narrated.	I can contrast the differences in how stories are narrated.		
2.R.3.A.a CEA unit 4 mastery 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Read, infer and draw conclusions to: identify the main idea of sections of text and distinguish it from the topic	I can identify the main idea of sections of text.	I can distinguish the main idea from the topic.	Note: Students will use reading, inferring, and drawing conclusions to explain the main idea and supporting details. Students should apply this standard to a variety of nonfiction text structures (compare/contrast, cause/effect, chronological, problem/solution) that encompass different cultures and times.			

Standard	ES	Priority	Taught	DOK	Stand explained:	Learning Target 1:	Learning Target 2:	Learning Target 3:	Learning Target 4:	Learning Target 5:	Learning Target 6:
2.R.3.C.a Unit 4 & 8 Mastery 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Note: Students will use reading, inferring, and drawing conclusions to explain the main idea and supporting details. Students should apply this standard to a variety of nonfiction text structures (compare/contrast, cause/effect, chronological, problem/solution) that encompass different cultures and times.			
2.R.3.C.c Unit 5 Mastery 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 Read, infer and draw conclusions to: explain main ideas and supporting details	I can explain the main idea of nonfiction texts	I can explain details that support the main idea in a nonfiction text				
2.R.3.C.d CFA Unit 4 & 8 Mastery 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3 Read, infer and draw conclusions to: identify the author's purpose	I can identify problems.	I can identify solutions.	Note: Students will use reading, inferring, and drawing conclusions to identify the author's purpose. Students should apply this standard to a variety of nonfiction text structures (compare/contrast, cause/effect, Chronological, problem/solution) that encompass different cultures and times.	2.SL.1.A.a.b		
Reading Foundations											
2.RF.3.A.a ongoing Mastery 8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2 Develop phonics in the reading process by: decoding multisyllabic words in context by applying common letter-sound correspondences including: single letters, consonant blends, consonant and vowel digraphs and vowel diphthongs	I can decode single letters in text.	I can decode blends in text.	I can decode consonant and vowel digraphs in text.	I can decode vowel diphthongs in text.	I can decode multisyllabic words in text.	
2.RF.3.A.c ongoing Mastery 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2 Develop phonics in the reading process by: decoding regularly spelled two syllable words with long vowels	I can decode two syllable words with long vowels.					
2.RF.3.A.h ongoing Mastery 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		2 Develop phonics in the reading process by: reading irregularly spelled high-frequency words						
2.RF.3.A.i ongoing Mastery 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2 Develop phonics in the reading process by: reading irregularly spelled high-frequency words	I can read high-frequency words in text.					
2.RF.4.A.a ongoing Mastery 8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3 Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary	I can read appropriate texts fluently for a purpose.	I can read appropriate texts fluently for comprehension.	I can use context to confirm or self-correct word recognition and understanding, rereading when necessary.			
Writing											
2.W.1.A.a Unit 1, 2, 3, 4, 5, 6 Mastery 6	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2 Follow a writing process to plan a first draft by: brainstorming and recording key ideas using a graphic organizer	I can follow a writing process to plan a first draft by brainstorming key ideas and recording those ideas on a graphic organizer.					
2.W.1.B.a Unit 2 Mastery 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 Appropriate to genre type, develop a draft from prewriting by: sequencing ideas into clear and coherent sentences. Note: Students will apply this standard to all genre types.						
2.W.1.B.b Unit 1, 2, 3, 4, 5, 6 Mastery 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 Appropriate to genre type, develop a draft from prewriting by: generating paragraphs with one main idea. Note: Students will apply this standard to all genre types.	I can develop a draft that addresses and appropriate audience. NOTE: Students will apply this standard to all genre types.					
2.W.1.B.c Unit 2, 4, 5, 6 Mastery 6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		3 Appropriate to genre type, develop a draft from prewriting by: creating evidence of a beginning, middle and end	I can write a draft that includes evidence of a beginning, middle, and end.	Note: Students will apply this standard to all genre types.				

Standard	ES	Priority	Taught	DOK	Stand explained:	Learning Target 1:	Learning Target 2:	Learning Target 3:	Learning Target 4:	Learning Target 5:	Learning Target 6:
2.W.1.B.d Unit 1, 2, 3, 4, 5, 6, 7 Mastery 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience	I can develop a draft that addresses an appropriate audience. Note: Students will apply this to all genre types.					
2.W.1.C.a ongoing Mastery 8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Reread, revise and edit drafts with assistance from adults/peers, to: strengthen writing as needed by revising - main idea - details - event order - audience	I can strengthen my writing as needed by revising with assistance from adults/peers. NOTE: conventions include spelling, grammar, punctuation, and capitalization.					
2.W.1.C.b Ongoing Mastery 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Reread, revise and edit drafts with assistance from adults/peers, to: edit for language conventions	I can edit my writing for language conventions with assistance from adults/peers.					
2.W.2.A.a Unit 2 & 5 Mastery 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write opinion texts that: introduce a topic or text being studied using complete sentences	I can introduce a topic or text being studied using complete sentences while writing an opinion text. Note: Students will write with audience and purpose in mind.					
2.W.2.A.b Unit 5 Mastery 5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Write opinion texts that: state an opinion about the topic or text and provide reasons for the opinion	I can state an opinion about a topic or text.	I can provide reasons for my opinion.	Note: Students will write an audience and purpose in mind.			
2.W.2.A.c Unit 5 Mastery 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write opinion texts that: use specific words that are related to the topic and audience.	I can use specific words that are related to the topic and audience while writing an opinion text.	Note: Students will write with audience and purpose in mind.				
2.W.2.A.d Unit 5 Mastery 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write opinion texts that: use linking/transition words and phrases to signal event order	I can use linking/transition words to signal the order of events in my opinion text.	Note: Transition words include: because, also, finally, etc. Students will write with audience and purpose in mind.				
2.W.2.A.e Unit 5 Mastery 5	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write opinion texts that: provide evidence of a beginning, middle and concluding statement or section	I can write an opinion text that provides evidence of a beginning, middle, and concluding statement or section.	Note: Students will write with audience and purpose in mind.				
2.W.2.B.a Unit 3 & 4 Mastery 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write informative/ explanatory texts that: introduce a topic or text being studied, using complete sentences	I can introduce a topic or text being studied, using complete sentences when writing informational/explanatory texts. Note: Students will write with audience and purpose in mind.					
2.W.2.B.b Unit 4 Mastery 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Write informational/ explanatory texts that: use facts and definitions to develop points in generating paragraphs	I can use facts and definitions to develop points in order to generate paragraphs while writing informative/explanatory texts.	I can write definitions.	I can write more than one paragraph about a topic.			
2.W.2.B.c Unit 3 Mastery 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write informative/ explanatory texts that: use specific words that are related to the topic and audience	I can use specific words that are related to the topic and audience while writing informative/explanatory texts. Note: Students will write with audience and purpose in mind.	I can write words the audience will understand.				
2.W.2.B.d Unit 3, Unit 4 Mastery 4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write informative/ explanatory texts that: use linking words and phrases to signal event order	I can use linking words and phrases to signal event order when writing informative/explanatory texts. Note: Students will write with audience and purpose in mind.					
2.W.2.B.e Unit 3, Unit 4 Mastery 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write informative/ explanatory texts that: create a concluding statement or paragraph	I can write a concluding statement or paragraph while writing informative/explanatory texts. Note: Students will write with audience and purpose in mind.					
2.W.2.C.a Unit 2 Mastery 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Write fiction or non-fiction narratives and poems that: establish a situation/topic based on the student's experience or imagination	I can establish a situation/topic based on the student's experience or imagination when writing fiction or non-fiction narratives and poems. Note: Students will write with audience and purpose in mind.					

Standard	ES	Priority	Taught	DOK	Stand explained:	Learning Target 1:	Learning Target 2:	Learning Target 3:	Learning Target 4:	Learning Target 5:	Learning Target 6:
2.W.2.C.b Unit 7 Mastery 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write fiction or non-fiction narratives and poems that: introduce a main character and setting	I can introduce a main character and setting when writing fiction or nonfiction narratives and poems. Note: Students will write with audience and purpose in mind.					
2.W.2.C.c Unit 7 Mastery 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write fiction or non-fiction narratives and poems that: develop sensory details	I can develop sensory details in my fiction or nonfiction narratives and poems. Note: Students will write with the audience and purpose in mind.					
2.W.2.C.d Unit 7 Mastery 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write fiction or non-fiction narratives and poems that: follow a logical sequence of events using complete sentences to create a beginning/middle/ end	I can write fiction or nonfiction poems that follow a logical sequence of events using complete sentences to create a beginning/middle/end. NOTE: Students will write with an audience and purpose in mind.					
2.W.2.C.e Unit 7 Mastery 7	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write fiction or non-fiction narratives and poems that: use linking/transition words to signal event order	I can use linking/transition words to signal event order when writing fiction or nonfiction narratives and poems. NOTE: Students will write with the audience and purpose.					
2.W.2.C.f Unit 7 Mastery 7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Write fiction or non-fiction narratives and poems that: use specific words that are related to the topic and audience	I can use specific words that are related to the topic and audience when writing fiction or nonfiction narratives and poems. Note: Students will write with audience and purpose in mind.					
2.W.3.A.d Unit 4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Apply research process to: gather evidence from available sources, literary and informational	I can gather evidence from available sources as I research. Note: Students will use a variety of sources including literary and informational. Gathering evidence including facts, figures, details, quotations, or other sources of data and information that provide support for claims that can be evaluated by others.					
2.W.3.A.e Unit 4 Mastery 4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	Apply research process to: record basic information from literary and informational texts in simple visual format	I can record basic information from a variety of texts using a simple visual format. Note: Students will use a variety of literary and informational texts as sources. Visual formats may include notes, charts, pictures graphs, digrams.					
Language											
2.L.1.a.h Unit 5 Mastery 5 CFA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	In speech and written form, apply standard English grammar to produce simple declarative, imperative, exclamatory and interrogative sentences	I can produce simple declarative sentences in both my speaking and writing.	I can produce simple imperative sentences in both my speaking and writing.	I can produce simple exclamatory sentences in both my speaking and writing.	I can produce simple interrogative sentences in both my speaking and writing.	Note: Declarative-statement, imperative-command, exclamatory-exclamations, interrogative-questions. Focus should be on writing a variety of sentences rather than identifying sentence types. Students should use standard English grammar when writing sentences.	
2.L.1.B.c *Evaluate ongoing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		In written text: use apostrophes correctly for contractions	I can use apostrophes correctly for contractions in my writing.					
2.L.1.B.d *Evaluate ongoing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		In written text: capitalize weeks, days, months, holidays	I can capitalize weeks, days, months, and holidays in my writing.					
2.L.1.B.f weekly spelling tests ongoing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	In written text: spell words using irregular spelling patterns in my writing.						
Speaking and listening											

Standard	ES	Priority	Taught	DOK	Stand explained:	Learning Target 1:	Learning Target 2:	Learning Target 3:	Learning Target 4:	Learning Target 5:	Learning Target 6:
1.SL.1.A.b ongoing Mastery 8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Develop and apply effective listening skills and strategies in formal and informal settings by: following three step instructions, according to classroom expectations	I can follow three steps instructions according to classroom expectations. NOTE: Students will develop and apply listening skills by listening for a purpose. Application of this standard should occur in both informal and formal settings.					
2.SL.3.A.s ongoing Mastery 8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Speak clearly and to the point, using conventions of language when presenting individually or with a group by: taking turns in discussion with a shoulder partner, according to classroom expectations.	I can speak clearly using good language skills.	I can take turns when talking to my partner.				
2.SL.3.A.b ongoing Mastery 8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: confirming comprehension of read-aloud and independent reading by retelling and asking appropriate questions.	I can confirm comprehension of read-alouds and independent reading by retelling.	I can confirm comprehension of read alouds and independent reading by asking appropriate questions. Note: Students will speak clearly and to the point in collaborative discussions. As students present individually or with a group, they should use conventions of language.				
2.SL.3.A.a ongoing Mastery 8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Speak clearly and to the point using conventions of language when presenting individually or with a group by: taking turns in discussion with a shoulder partner;according to classroom expectations	I can take turns in discussions with a shoulder partner, according to classroom expectations. NOTE: Students will develop and apply listening skills by having collaborative discussions. As students present individually or with a group, they should use conventions of language.					