**2nd Grade Unit 3 ELA Standard Resources Crosswalk**

*PLEASE NOTE THESE STANDARDS ARE NOT NECESSARILY IN ORDER TO BE TAUGHT*

*\*Essential standards have a white background; supporting standards have a gray background*

| **FCPS Unit 3 Standards** | **Units 5 & 6 Benchmark Advance Resources** | **Spiral Opportunities** |
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| **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words. | * Phonics and Word Study Lessons

[**Benchmark Advance Foundational Scope and Sequence**](https://drive.google.com/file/d/1tDtBiMQEu6QVUQGU9-D1pMi2XugWfIvU/view?usp=sharing) | * Phonics and Word Study Lessons
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| **RF.2.4** Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.  a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Supports all RL and RI standards.** |
| **RL.2.1** Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.  | **Supports all RL and RI standards.** |
| **RL.2.2** Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including, but not limited to fables and folktales from diverse cultures. | **Summarize Stories**Unit 6 Week 1 Day 1 Lesson 3: pp. 184-185**Determine the Central Message, Lesson, or Moral**Unit 6 Week 1 Day 4 Lesson 15: pp. 212-213Unit 6 Week 2 Day 5 Lesson 16: pp. 264-265Unit 6 Week 3 Day 4 Lesson 12: pp. 302-303 | **Summarize Stories**Unit 1 Week 1 Day 4 Lesson 15: pp. 54-55Unit 1 Week 3 Day 3 Lesson 9: pp. 138-139Unit 2 Week 1 Day 2 Lesson 6: pp. 192-193Unit 2 Week 2 Day 2 Lesson 5: pp. 240-241**Determine the Central Message, Lesson, or Moral**Unit 2 Week 1 Day 3 Lesson 10: pp. 202-203Unit 2 Week 3 Day 3 Lesson 9: pp. 296-297Unit 4 Week 1 Day 5 Lesson 18: pp. 218-219Unit 4 Week 2 Day 5 Lesson 16: pp. 264-265 |
| **RI.2.2** Identify implicit and explicit information from a summary to determine the central idea of a text. | Unit 5 Week 1 Day 2 Lesson 6: pp. 34-35Unit 5 Week 2 Day 2 Lesson 5: pp. 82-83 | Unit 1 Week 1 Day 2 Lesson 6: pp. 34-35Unit 1 Week 2 Day 2 Lesson 5: pp. 82-83Unit 3 Week 1 Day 2 Lesson 6: pp. 34-35Unit 3 Week 2 Day 2 Lesson 5: pp. 82-83Unit 3 Week 2 Day 3 Lesson 9: pp. 92-93Unit 7 Week 2 Day 2 Lesson 5: pp. 82-83Unit 7 Week 2 Day 3 Lesson 9: pp. 92-93 |
| **RL.2.4** Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song. | Supports* RL.2.2- Students can analyze how literary devices like regular beats, alliteration, rhymes, and repeated lines contribute to the rhythm and meaning of a text. By recognizing these elements, students can grasp the author's intended tone and conveyance of the message.
* RL.2.6- By integrating the exploration of literary elements with the practice of acknowledging differences in character perspectives through distinct voices, students can enrich their reading experience, deepen their understanding of narrative complexities, and develop empathy and analytical skills essential for interpreting texts with diverse viewpoints.
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| **RI.2.4** Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.  | **Supports all RL and RI standards.** |
| **RL.2.6** With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. | Unit 6 Week 1 Day 5 Lesson 18: pp. 218-219Unit 6 Week 2 Day 4 Lesson 13: pp. 258-259 | Unit 3 Week 1 Day 5 Lesson 18: pp. 60-61Unit 3 Week 3 Day 4 Lesson 12: pp. 144-145Unit 4 Week 1 Day 3 Lesson 10: pp. 202-203Unit 4 Week 2 Day 3 Lesson 9: pp. 250-251Unit 4 Week 3 Day 2 Lesson 5: pp. 286-287 |
| **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text. | Unit 5 Week 1 Day 3 Lesson 10: pp. 44-45Unit 5 Week 2 Day 2 Lesson 5: pp. 82-83Unit 5 Week 2 Day 3 Lesson 9: pp. 92-93Unit 5 Week 3 Day 2 Lesson 5: pp. 128-129 | Unit 8 Week 1 Day 4 Lesson 15: pp. 212-213Unit 8 Week 1 Day 5 Lesson 18: pp. 218-219Unit 8 Week 2 Day 4 Lesson 13: pp. 258-259Unit 8 Week 3 Day 2 Lesson 5: pp. 286-287Unit 8 Week 3 Day 4 Lesson 12: pp. 302-303 |
| **RI.2.7** Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.  | **Supports all RL and RI standards.** |
| **RI.2.9 D**escribe the relationship between information from two or more texts on the same theme or topic.  | Unit 5 Week 3 Day 4 Lesson 12: pp. 144-145 | Unit 1 Week 2 Day 5 Lesson 16: pp. 106-107Unit 3 Week 2 Day 5 Lesson 16: pp. 106-107Unit 8 Week 2 Day 5 Lesson 16: pp. 264-265Unit 9 Week 2 Day 5 Lesson 16: pp. 106-107 |
| **RL.2.10/RI.2.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary and informational texts independently and proficiently. | **Supports all RL and RI standards.** |
| **C.2.1** Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. | Unit 5 Week 3 Day 1 Lesson 3: pp. 122-123 Unit 5 Week 3 Day 2 Lesson 7: pp. 132-133Unit 5 Week 1 Day 4 Lesson 16: pp. 56-57Unit 5 Week 2 Day 1 Lesson 3: pp. 76-77Unit 5 Week 2 Day 2 Lesson 7: pp. 86-87Unit 5 Week 1 Day 3 Lesson 12: pp. 48-49Unit 5 Week 2 Day 3 Lesson 11: pp. 96-97Unit 5 Week 3 Day 2 Lesson 7: pp. 132-133Unit 5 Week 2 Day 4 Lesson 14: pp. 102-103Unit 5 Week 1 Day 2 Lesson 8: pp. 38-39Unit 5 Week 1 Day 4 Lesson 16: pp. 56-57Unit 5 Week 3 Day 1 Lesson 3: pp. 122-123 Unit 5 Week 3 Day 2 Lesson 7: pp. 132-133Unit 5 Week 3 Day 3 Lesson 10: pp. 140-141 Unit 5 Week 3 Day 4 Lesson 14: pp. 148-149  | Unit 2 Week 3 Day 3 Lesson 10: pp. 298-299Unit 2 Week 2 Day 2 Lesson 14: pp. 260-261Unit 2 Week 3 Day 1 Lesson 3: pp. 280-281 Unit 2 Week 1 Day 3 Lesson 12: pp. 206-207Unit 2 Week 2 Day 2 Lesson 7: pp. 244-245Unit 2 Week 2 Day 3 Lesson 11: pp. 254-255Unit 2 Week 3 Day 2 Lesson 7: pp. 290-291Unit 2 Week 1 Day 4 Lesson 16: pp. 214-215Unit 2 Week 3 Day 3 Lesson 10: pp. 298-299 Unit 2 Week 3 Day 4 Lesson 14: pp. 306-307 |
| **C.2.3** Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. | Supports* C.2.1- When students practice composing narratives with effective techniques, descriptive details, and clear sequences, they develop skills in storytelling and organizing their thoughts cohesively. These skills are transferable to composing opinion pieces, where students need to present their ideas logically and persuasively.
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| **C.2.6**. Collect information from real-world experiences or provided sources to answer or generate questions.  | Supports* C.2.1-Students learn to integrate information gathered from various real-world experiences or provided sources to construct comprehensive responses to questions. This practice encourages students to consider multiple perspectives, synthesize diverse information, and create well-rounded answers that draw upon a range of sources.
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| **L.2.1** When speaking or writing, demonstrate appropriate use of: 1. Collective nouns
2. Frequently occurring irregular nouns
3. Reflexive pronouns
4. Past tense of frequently occurring irregular verbs
5. Adjectives and adverbs in sentence formation
6. Producing, expanding, and rearranging complete, simple, and compound sentences
 | * Writing and Language Lessons
 | * Writing and Language Lessons
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| **L.2.2** When writing: 1. Capitalize proper nouns, including but not limited to dates and names of people.
2. Demonstrate appropriate use of end punctuation.
3. With prompting and support, produce and write commas in dates and to separate single words in a series.
4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
5. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 | * Writing and Language Lessons
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| **L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. | * Writing and Language Lessons
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