

## Level C

(correlated to Grade Two Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through an artwork)
3. Describe how characters in a story respond to major events and challenges. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (N/A)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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. (N/A)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

## Discussions4Learning Theme 1: Things We See and Use

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (N/A)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–f)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)\* (N/A)

## Vocabulary Acquisition and Use

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. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (\*interpreted through an image)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (\*interpreted through an image)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (\*interpreted through an image) (N/A)
5. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
  - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (N/A)
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., *When other kids are happy that makes me happy*). (reading and being read to, responding to texts: N/A)

**Discussions4Learning Theme 1: Things We See and Use**

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Level C

(correlated to Grade Two Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through an artwork)
3. Describe how characters in a story respond to major events and challenges. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic. (\*interpreted through a photo) (N/A)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (N/A)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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. (N/A)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)



## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (N/A)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–f)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)\* (N/A)

## Vocabulary Acquisition and Use

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. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (\*interpreted through an image)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (\*interpreted through an image)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (\*interpreted through an image) (N/A)
5. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
  - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (N/A)
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., *When other kids are happy that makes me happy*). (reading and being read to, responding to texts: N/A)

## Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
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## Level C

(correlated to Grade Two Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through an artwork)
3. Describe how characters in a story respond to major events and challenges. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (N/A)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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. (N/A)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

### Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
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  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (N/A)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–f)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)\* (N/A)

## Vocabulary Acquisition and Use

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. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (\*interpreted through an image)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (\*interpreted through an image)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (\*interpreted through an image) (N/A)
5. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
  - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (N/A)
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., *When other kids are happy that makes me happy*). (reading and being read to, responding to texts: N/A)

### Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18			
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## Level C

(correlated to Grade Two Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through an artwork)
3. Describe how characters in a story respond to major events and challenges. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (N/A)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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. (N/A)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

**Discussions4Learning Theme 4: Our Changing World**

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (N/A)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–f)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)\* (N/A)

## Vocabulary Acquisition and Use

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. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (\*interpreted through an image)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (\*interpreted through an image)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (\*interpreted through an image) (N/A)
5. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
  - b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (N/A)
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., *When other kids are happy that makes me happy*). (reading and being read to, responding to texts: N/A)

## Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24				
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
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