# St. Johns County School District
## Second Grade ELA Year-at-a-Glance 2025-2026

| | | | Quarter 1 (43 days)<br>August 11th – October 10th | Quarter 2 (43 days)<br>October 14th – December 19th | Quarter 3 (46 days)<br>January 5th – March 12th | Quarter 4 (48 days)<br>March 23rd – May 29th |
|---|---|---|---|---|---|---|
| **Reading Prose and Poetry** | | **R.1.1**<br>Literary Elements | **UNIT ONE**<br>week 1, setting, week 2, characters, week 5, plot | **UNIT TWO**<br>week 3, setting & plot | | **UNIT FIVE**<br>week 3, characters, setting, and plot in a drama |
| | | **R.1.2**<br>Theme | | **UNIT THREE**<br>week 1 | **UNIT FOUR**<br>week 3 | |
| | | **R.1.3**<br>Perspective & Point of View | **UNIT ONE**<br>week 2 | **UNIT TWO**<br>week 4 | | |
| | | **R.1.4**<br>Poetry | **UNIT ONE**<br>week 4 | | | **UNIT FIVE**<br>week 4 |
| **Reading Informational Text** | | **R.2.1**<br>Structure | **UNIT TWO**<br>week 1 (introduction)<br>week 2 | **UNIT TWO**<br>week 5 | **UNIT THREE**<br>week 5<br>**UNIT FOUR**<br>week 2 | **UNIT FIVE**<br>week 1 |
| | | **R.2.2**<br>Central Idea | **UNIT ONE**<br>week 3 | **UNIT TWO**<br>week 6, lesson 2 | | **UNIT FIVE**<br>week 5<br>week 6, lesson 2 |
| | | **R.2.3**<br>Purpose & Perspective | | | **UNIT THREE**<br>week 4<br>**UNIT FOUR**<br>week 1 | |
| | | **R.2.4**<br>Argument | **UNIT ONE**<br>week 6, lessons 2 & 3 | | **UNIT THREE**<br>week 6, lessons 2 & 3<br>**UNIT FOUR**<br>week 5 | **UNIT FIVE**<br>Week 6, lesson 2 & 3 |
| **Reading Across Genres** | | **R.3.1**<br>Interpreting Figurative Language | | **UNIT THREE**<br>week 3<br>*(Writing Workshop: simile, alliteration)* | **UNIT FOUR**<br>weeks 1 & 4<br>*(idiom)* | |
| | | **R.3.2**<br>Retelling | | **UNIT THREE**<br>week 2 (literary)<br>*(adjust from author's purpose)* | **UNIT FOUR**<br>week 4 (informational)<br>*(adjust from text structure)* | |
| | | **R.3.3**<br>Comparative Reading | | **UNIT THREE**<br>week 3 (literary) | | **UNIT FIVE**<br>week 2 (informational) |

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|---|---|---|---|---|---|---|
| Communicating Through Writing | | **C.1.1**<br>Handwriting<br>*in Fundations* | Letter Formation in Fundations | Letter Formation in Fundations | Letter Formation in Fundations | Letter Formation in Fundations |
| | | **C.1.2**<br>Narrative | **UNIT ONE**<br>Writing Workshop<br>*(intro to fictional writing)* | | **UNIT FOUR**<br>Writing Workshop<br>*(personal narrative)* | |
| | | **C.1.3**<br>Argumentative | **UNIT ONE**<br>week 6 *(project-based inquiry)* | | **UNIT THREE & UNIT FIVE**<br>week 6 *(project-based inquiry)* | **BONUS WRITING UNIT**<br>Writing Workshop<br>*(Book Review)* |
| | | **C.1.4**<br>Expository | **UNIT ONE**<br>Writing Workshop<br>*(intro to nonfiction writing)*<br>**UNIT TWO**<br>Writing Workshop *(list article)* | **UNIT TWO**<br>Writing Workshop *(list article)*<br>week 6 *(project-based inquiry)* | **UNIT FOUR**<br>week 6 *(project-based inquiry)* | **UNIT FIVE**<br>Writing Workshop<br>*(how-to book)* |
| | | **C.1.5**<br>Improving | **UNIT ONE & UNIT TWO**<br>Writing Workshop | **UNIT TWO & UNIT THREE**<br>Writing Workshop | **UNIT THREE & UNIT FOUR**<br>Writing Workshop | **UNIT FIVE**<br>Writing Workshop |
| | **C.2.1**<br>Oral Presentation | | | | | |
| | **C.3.1**<br>Conventions<br>*skills to be **mastered** at this grade level (see later page for skills to be introduced for future mastery)* | | **UNIT ONE**<br>○ Use apostrophes to form contractions. *(week 4)*<br>○ Form plurals -y to -ies. *(week 5 phonics)*<br>**UNIT TWO:**<br>○ Use apostrophes to form contractions. *(week 1 phonics)* | **UNIT TWO:**<br>○ Use plural possessives. *(week 4)*<br>○ Use interjections. *(week 4)*<br>○ Use commas in a series. *(week 5)* | | **UNIT FIVE:**<br>○ Use apostrophes to form contractions. *(week 2)*<br>○ Use commas in a series. *(week 3)*<br>○ Appropriately use pronouns. *(week 5)* |
| | **C.4.1** Researching &<br>**C.5.1** Multimedia | | **UNIT ONE**<br>week 6 *(media)* | **UNIT TWO**<br>week 3 *(text features)*<br>week 6 *(poster)*<br><br>**UNIT THREE**<br>week 3 *(audio)* | **UNIT FOUR**<br>week 6 *(project-based inquiry)* | **UNIT FIVE**<br>week 6 *(video/record infomercial)* |

# St. Johns County School District
## Second Grade ELA Year-at-a-Glance 2025-2026

| C.3.1 Conventions | Quarter 1 (43 days) August 11th – October 10th | Quarter 2 (43 days) October 14th – December 19th | Quarter 3 (46 days) January 5th – March 12th | Quarter 4 (48 days) March 23rd – May 29th |
|---|---|---|---|---|
| *skills to be **introduced** at this grade level* | **UNIT ONE:**<br>o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *(week 2)*<br>o Form and use compound sentences. *(week 3)*<br><br>**UNIT TWO:**<br>o Form and use regular and frequently occurring irregular plural nouns. *(weeks 1 & 2]* | **UNIT TWO:**<br>o Use prepositions and prepositional phrases. *(week 4)*<br>o Use subject-verb agreement with intervening clauses and phrases. *(week 4)*<br>o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *(week 5)*<br>**UNIT THREE:**<br>o Conjugate regular and irregular verb tenses. *(weeks 1 & 2)*<br>o Form and use the progressive and perfect verb tenses. *(week 2)*<br>o Form and use the past tense of frequently occurring irregular verbs. *(week 3)* | **UNIT THREE:**<br>o Form and use the progressive and perfect verb tenses. *(week 2)*<br>o Maintain consistent verb tense across paragraphs. *(week 4)*<br>o Use simple modifiers. *(weeks 4 & 5)*<br>o Use prepositions and prepositional phrases. *(week 5)*<br>**UNIT FOUR:**<br>o Use quotation marks with dialogue and direct quotations. *(week 3)*<br>o Use commas to indicate direct address. *(week 4)* | **UNIT FIVE:**<br>o Use prepositions and prepositional phrases. *(week 1)*<br>o Use simple modifiers. *(week 4)* |
| Skills to be **reviewed** as students encounter and create more complex texts OR Skills intended for a **future** grade level. | **UNIT ONE:**<br>o Form and use complete sentences. *(week 1, 1st grade)*<br>o Use ending punctuation. *(week 4, kindergarten)* | **UNIT TWO:**<br>o Capitalize proper nouns. *(weeks 3 & 4, 1st grade)*<br>o Use subject-verb agreement in simple sentences. *(weeks 4 & 5, 1st grade)* | **UNIT THREE:**<br>o Use subject-verb agreement in simple sentences. *(week 4, 1st grade)*<br>o Capitalize proper nouns. *(week 5, 1st grade)*<br>**UNIT FOUR:**<br>o Use comparative and superlative forms of adjectives. *(week 3, 5th grade)* | **UNIT FIVE:**<br>Use conjunctions. *(week 4, 3rd grade)* |

# St. Johns County School District
## Second Grade ELA Year-at-a-Glance 2025-2026

| FINDING MEANING | Quarter 1 (43 days) August 11th – October 10th | Quarter 2 (43 days) October 14th – December 19th | Quarter 3 (46 days) January 5th – March 12th | Quarter 4 (48 days) March 23rd – May 29th |
|---|---|---|---|---|
| **V.1.1** Academic Vocabulary | **ALL SAVVAS UNITS:** See *'Unit Academic Vocabulary'* and *'Weekly Develop Vocabulary'[each week, lesson 2]* | | | |
| **V.1.2** Morphology | **UNIT ONE** week 4, academic vocabulary *(suffix -ly, -al)* <br><br> week 5, phonics *(inflectional endings -s, -es, -ed, -ing)* | **UNIT TWO** week 4, academic vocabulary *(suffix -er, -or)* <br><br> **UNIT THREE** week 2, phonics *(comparative endings)* | **UNIT THREE** week 4, academic vocabulary *(suffixes)* <br><br> **UNIT FOUR** week 3 phonics *(suffix -ly, -ful, -er, -less, -or)* week 4, academic vocabulary *(prefix un-) & phonics (prefixes un-, re-, pre-, & dis-)* | **UNIT FIVE** week 4, academic vocabulary (prefixes re- & un-) & phonics *(prefix un-, re-, pre-, dis-)* |
| **V.1.3** Context and Connotation | <u>**Context Clues**</u> **UNIT ONE:** week 3 <br><br> <u>**Word Relationships**</u> **UNIT ONE:** week 2 *(synonyms)* **UNIT TWO: week 1** *(related words)*, week 2 *(synonyms)* <br><br> <u>**Reference Materials**</u> **UNIT ONE:** T496, SI 430 | <u>**Context Clues**</u> **UNIT TWO:** week 3 **UNIT THREE:** week 3 <br><br> <u>**Word Relationships**</u> **UNIT THREE: week 1** *(related words)*, week 2 *(synonyms)* <br><br> <u>**Reference Materials**</u> **UNIT TWO:** T514, SI 430 | <u>**Context Clues**</u> **UNIT FOUR:** week 3 <br><br> <u>**Word Relationships**</u> **UNIT FOUR: week 1** *(related words)*, week 2 *(synonyms)* <br><br> <u>**Reference Materials**</u> **UNIT THREE:** T514, SI 696 [same student page for units 3, 4, & 5] | <u>**Context Clues**</u> **UNIT FIVE: week 1** *(context clues with homographs in phonics/spelling)*, week 3 <br><br> <u>**Word Relationships**</u> **UNIT FIVE: week 1** *(related words)*, week 2 *(synonyms)* <br><br> <u>**Reference Materials**</u> **UNIT FOUR:** T524, SI 696 **UNIT FIVE:** T514, SI 696 |

# St. Johns County School District
## Second Grade ELA Year-at-a-Glance 2025-2026

| FOUNDATIONAL SKILLS | | Quarter 1 (43 days) August 11th – October 10th | Quarter 2 (43 days) October 14th – December 19th | Quarter 3 (46 days) January 5th – March 12th | Quarter 4 (48 days) March 23rd – May 29th |
|---|---|---|---|---|---|
| **Phonics & Word Analysis** | **F.1.3.a** vowels | Unit 3 (diphthongs oi, oy) Unit 4 (vowel teams) | Unit 5 (vowel teams: au, aw) | **Unit 10** (vowel digraphs & vowel diphthongs) **Unit 11** (vowel teams: ee, ea, ey), **Unit 12** (oi, oy) | **Unit 13** (oa, oe, ow), **Unit 14** (ou, ow), **Unit 15** (oo, ou, ue, ew), **Unit 16** (au, aw) |
| | **F.1.3.b** two-syllable words | | **Unit 5** (closed syllables) **Unit 6** (vowel consonant-e syllables) **Unit 7** (open syllables) | **Unit 8 & Unit 9** (r-controlled syllables) **Unit 10 & Unit 11** (double vowel syllable type) **Unit 12** | **Unit 13 – Unit 17** |
| | **F.1.3.c** syllables | Unit 1, Unit 2, Unit 3, Unit 4 (closed syllables) | Unit 5, Unit 6, Unit 7 | **Unit 10** (double vowel syllable type) **Unit 12** | **Unit 13, Unit 14, Unit 15, Unit 16** (open and closed syllables), **Unit 17** (consonant -le) |
| | **F.1.3.d** prefixes and suffixes | Unit 4 (review suffixes -s, -es, -ed, -ing) | **Unit 5** (suffixes -full, -ment, -ness, -ish, -en, -able) **Unit 6** (suffix -ive) **Unit 7** (suffixes -y, -ly, -ty) | | **Unit 13** **Unit 14** (review suffix -ish) |
| | **F.1.3.e** silent letters | Unit 2 (trick words: talk, walk) | **Unit 5** (trick words: knew, know) **Unit 6** (trick word: right) **Unit 7** (trick words: eight, night) | Unit 10 (trick word: thought) | **Unit 14** (trick words: brought, bought) **Unit 16** (trick word: daughter) **and SAVVAS Unit Four**, week 6 (kn, wr, gn, mb, lf) |
| **Fluency** | **F.1.4** Fluency | **Unit 1, Unit 2, Unit 3, Unit 4** | **Unit 5, Unit 6, Unit 7** | **Unit 8, Unit 9, Unit 10, Unit 11, Unit 12** | **Unit 13, Unit 14, Unit 15, Unit 16, Unit 17** |
| | | **RESOURCES:** Use **Fundations Readers**, **Pioneer Valley Phonics Storybooks**, the **Fluency resource** from each Unit in Fundations (fluency with sounds, real words, nonsense words, trick words, phrases, and stories), **Geodes,** and the aligned **decodable texts in Savvas myView Literacy**. An additional resource to be considered are the **Cold Reads for Fluency and Comprehension** in Savvas myView Literacy. Make note that the intent of this resource is *first* for *Fluency* [teacher listens to student read aloud] and *second* for *Comprehension* [can the student respond to questions about what was read]. | | | |

# READING BENCHMARKS and CLARIFICATIONS

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|---|---|---|
| **Reading Prose and Poetry** | **R.1.1** Literary Elements | Identify **plot structure** and describe **main story elements** in a literary text.<br>*Clarification 1:* **Main story elements** for the purpose of this benchmark are the **setting**, **characters**, and **sequence of events** in a story.<br>*Clarification 2:* For **setting**, students will describe **when and where** the events of the story are happening. The **time element of setting** will be addressed even when not explicitly indicated in the text.<br>*Clarification 3:* For **character**, students will describe **character's traits**, **feelings**, and **behaviors**. |
| | **R.1.2** Theme | Identify and explain a **theme** of a literary text. |
| | **R.1.3** Perspective & Point of View | Identify different **characters' perspectives** in a literary text.<br>*Clarification:* The term **perspective** means "a particular attitude toward or way of regarding something." The term **point of view** is used when referring to the person of the narrator. *[FYI: Point of view enters our benchmarks in fourth grade.]* |
| | **R.1.4** Poetry | Identify **rhyme schemes** in poems.<br>*Clarification:* Students will mark **rhyme scheme** and recognize **rhyme scheme** notation. **Rhyme scheme** notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.<br><br>I never saw a Purple Cow,   A<br>I never hope to see one;   B<br>But I can tell you, anyhow,   A<br>I'd rather see than be one   B<br>        -Gelett Burgess<br><br>Little Miss Muffet   A<br>Sat on a tuffet,   A<br>Eating her curds and whey;   B<br>Along came a spider   C<br>Who sat down beside her   C<br>And frightened Miss Muffet away.   B<br>        -Traditional Nursery Rhyme |
| **Reading Informational Text** | **R.2.1** Structure | Explain how **text features** – including titles, headings, captions, graphs, maps, glossaries, and/or illustrations – contribute to the meaning of texts.<br>**NOTE:** *See pages 172-173 in Appendix B of the ELA B.E.S.T. Standards booklet for a chart of text features* |
| | **R.2.2** Central Idea | Identify the **central idea** and **relevant details** in a text.<br>*\*\*IN SAVVAS, SHIFT TERM FROM MAIN IDEA TO CENTRAL IDEA\*\** |
| | **R.2.3** Purpose & Perspective | Explain an **author's purpose** in an informational text. |
| | **R.2.4** Argument | Explain an **author's opinion(s)** and supporting **evidence**. |
| **Reading Across Genres** | **R.3.1** Interpreting Figurative Language | Identify and explain **similes**, **idioms**, and **alliteration** in text(s).<br>**NOTE:** *See pages 175 in Appendix B of the ELA B.E.S.T. Standards booklet for a chart of figurative language.* |
| | **R.3.2** Retelling | **Retell** a text to enhance comprehension.<br>**R.3.2.a:** Use **main story elements in a logical sequence** for a literary text.<br>**R.3.2.b:** Use **central idea** and **relevant details** for an informational text.<br>**Clarification:** Most grade-level texts are appropriate for this benchmark. |
| | **R.3.3** Comparative Reading | **Compare** and **contrast important details** presented by **two texts** on the **same topic** or **theme**.<br>*Clarification 1:* For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.<br>*Clarification 2:* The different versions may be of the same or different formats. |

## COMMUNICATION BENCHMARKS and CLARIFICATIONS

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| **Communicating Through Writing** | **C.1.1** Handwriting | Demonstrate **legible printing** skills. | |
| | **C.1.2** Narrative | Write **personal** or **fictional narratives** using a logical sequence of events, transitions, and an ending. | *Clarification:* See **Writing Types**. *(see page 183 in Appendix C of the ELA B.E.S.T. Standards booklet)* |
| | **C.1.3** Argumentative | Write **opinions** about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion. | |
| | **C.1.4** Expository | Write **expository texts** about a topic, using a source, providing an introduction, facts, transitions, and a conclusion. | |
| | **C.1.5** Improving | Improve writing as needed by **planning**, **revising**, and **editing** with guidance and support from adults and feedback from peers.<br>*Clarification:* "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in. | |

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| **C.2.1** Oral Presentation | Present information **orally** using **complete sentences**, **appropriate volume**, and **clear pronunciation.**<br>*Clarification 1:* **Clear pronunciation** shows an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation.<br>*Clarification 2:* For further guidance, see the **Elementary Oral Communication Rubric**. *[see page 188 in Appendix C of the ELA B.E.S.T. Standards booklet]* |

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| **C.3.1** Conventions | Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.<br>**Clarification:** See Convention Progression by Grade Level for more information. *(see pages 196-197 in Appendix C of the ELA B.E.S.T. Standards booklet)* |

**Skills to be mastered at this grade level are as follows:**
- Form plurals -y to -ies.
- Use apostrophes to form contractions.
- Appropriately use pronouns.
- Use commas in a series.
- Use plural possessives.
- Use interjections.

**Skills to be implemented but not yet mastered are as follows:**
- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Maintain consistent verb tense across paragraphs.
- Form and use irregular plural nouns.
- Form and use the progressive and perfect verb tenses.
- Use simple modifiers.

- Use prepositions and prepositional phrases.
- Form and use compound sentences.
- Use quotation marks with dialogue and direct quotations.
- Use commas to indicate direct address.
- Use subject-verb agreement with intervening clauses and phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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| **C.4.1** Researching, **C.5.1** Multimedia, & **C.5.2** Technology in Communication | Participate in research to gather information to answer a question about a single topic using multiple resources. |
| | Use one or more multimedia element(s) to enhance oral or written tasks.<br>**Clarification:** **Multimedia elements** may include, but are not limited to **drawings**, **pictures**, **artifacts**, and **audio** or **digital representation**. *At this grade level,* the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element. |
| | Use digital tools to produce and publish writing individually or with peers and with support from adults. |

| VOCABULARY BENCHMARKS and CLARIFICATIONS | |
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| **V.1.1**<br>Academic Vocabulary | Use grade-level **academic vocabulary** appropriately in speaking and writing.<br>**Clarification**: Grade-level **academic vocabulary** consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction. |
| **V.1.2**<br>Morphology | Identify and use **base words** and **affixes** to determine the meaning of unfamiliar words in grade-level content.<br>*NOTE: A base IS a root, but a root ISN'T necessarily a base. A base is a free morpheme (e.g., agree) and a root is a bound morpheme ('com' meaning with or together).*<br>*Clarification:* See Base Words. *[see p. 199 in Appendix D of the ELA B.E.S.T. Standards Booklet]* |
| **V.1.3**<br>Context and Connotation | Identify and use **context clues**, **word relationships**, **reference materials**, and/or **background knowledge** to determine the meaning of unknown words.<br>*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.<br>*Clarification 2:* See Context Clues and Word Relationships *[page 205 in Appendix D of the ELA B.E.S.T. Standards booklet]* |

| FOUNDATIONS BENCHMARKS and CLARIFICATIONS | | |
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| Use knowledge of grade-appropriate **phonics** and **word-analysis skills** to decode words accurately. | | **Clarification 1:** Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).<br>**Clarification 2:** Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists *[pages 207-208 in Appendix E of the ELA B.E.S.T. Standards Booklet]*. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. |
| Phonics & Word Analysis | **F.1.3.a**<br>vowels | Decode words with **variable vowel teams** (e.g., oo, ea, ou) and **vowel diphthongs** (e.g., oi, oy, ow). |
| | **F.1.3.b**<br>two-syllable words | Decode regularly spelled **two-syllable words** with long and short vowels. |
| | **F.1.3.c**<br>syllables | Decode words with **open** (e.g., hi, baby, moment) and **closed** (e.g., bag, sunshine ,chop) **syllables** and **consonant -le** (e.g., purple, circle, stumble). |
| | **F.1.3.d**<br>prefixes and suffixes | Decode words with common **prefixes** and **suffixes**. |
| | **F.1.3.e**<br>silent letters | Decode words with **silent letter combinations** (e.g., knight, comb, island, ghost). |
| Fluency | **F.1.4** Fluency | **ELA.2.F.1.4 Read** grade-level texts with **accuracy**, **automaticity**, and appropriate **prosody** or **expression**.<br>**Clarification 1 (grade-level sight words):** See Dolch and Fry word lists *[pages 207-208 in Appendix E of the ELA B.E.S.T. Standards booklet]*.<br>**Clarification 2 (decodable words):** Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.<br>**Clarification 3 (accuracy):** See Fluency Norms *[page 209 in Appendix E of the ELA B.E.S.T. Standards booklet]* for grade-level norms. Norms are expressed as words correct per minute, (WCPM), a measure that combines accuracy with rate.<br>**Clarification 4 (prosody):** "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See *Sample Oral Reading Fluency Rubrics* for prosody *[page 210 in Appendix of the ELA B.E.S.T. Standards booklet]*.<br>**Clarification 5 (grade-level text):** Grade-level texts, for the purposes of fluency, are those *within the grade band on quantitative text complexity measures* and appropriate in content and qualitative measures. |