



English Language Arts

Grade 2

2020-2021

**Aligned with Ohio's Learning Standards
for English Language Arts (2017)**

**Department of Academic Services
Office of Teaching and Learning
Curriculum Division**

COLUMBUS CITY SCHOOLS

Curriculum Map

Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Link to the [ELA Framework](#)
- Quarterly Standards/Learning Targets by Strand and Topic



Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Focus Standards/Learning Targets
- Strands and Topics
- Timeframes
- Essential Understandings
- Strategies and Activities
- Assessment Guidelines



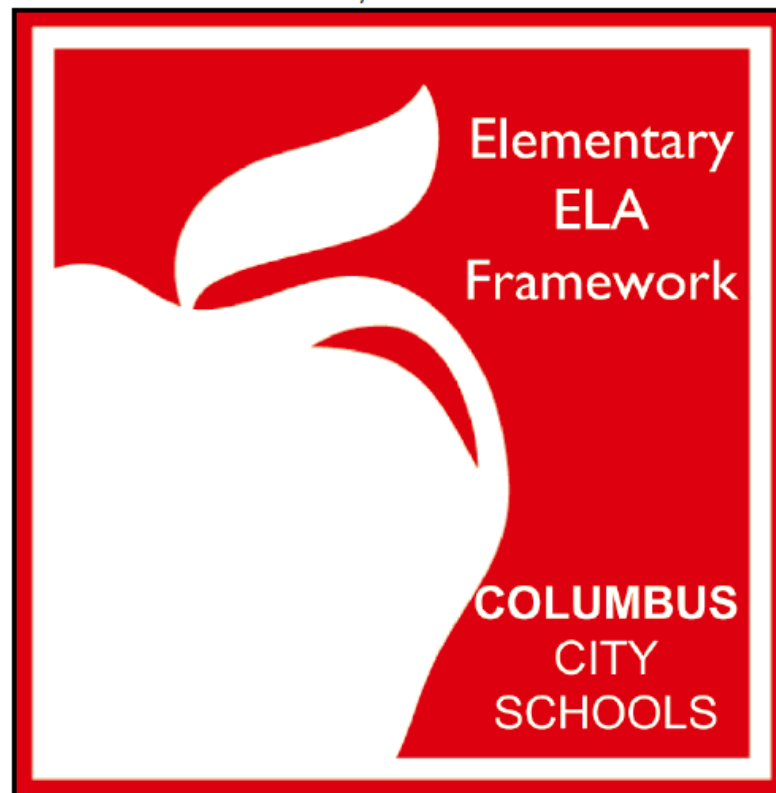
Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides links for standards-based instructional resources, including:

- Unpacked Standards / Clear Learning Targets;
- [ODE Model Curriculum](#)
- Vertical Alignment of Standards

Elementary ELA Framework

[Link to CCS ELA Framework](#)



Year-at-a-Glance
Grading Period I

Grading Period I	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details R.L. 2.1, R.L.2.2, R.L.2.3 R.I. 2.1, R.I. 2.2, R.I. 2.3	Craft and Structure RL.2.4, RL.2.5, RL.2.6 RI.2.4, RI.2.5, RI.2.6	Integration of Knowledge and Ideas RL.2.7, RL.2.9 RI.2.7, RI.2.8, RI.2.9	Range of Reading and Text Complexity R.L. 2.10 R.I. 2.10
	Writing	Text Types and Purposes W.2.1, W.2.2, W.2.3	Production and Distribution of Writing W.2.5, W.2.6	Research to Build and Present Knowledge W.2.7, W.2.8	Range of Writing
	Language	Conventions of Standard English L.2.1, L.2.2	Knowledge of Language L.2.3	Vocabulary Acquisition and Use L.2.4, L.2.5, L.2.6	
	Speaking & Listening	Comprehension and Collaboration SL.2.1, SL.2.2, SL.2.3	Presentation of Knowledge and Ideas SL.2.4, SL.2.5, SL.2.6		
	Foundational Skills	Print Concepts	Phonological Awareness	Phonics and Word Recognition RF.2.3	Fluency RF.2.4

Year-at-a-Glance
Grading Period 2

Grading Period 2	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details R.L. 2.1, R.L.2.2, R.L.2.3 R.I. 2.1, R.I. 2.2, R.I. 2.3	Craft and Structure RL.2.4, RL.2.5, RL.2.6 RI.2.4, RI.2.5, RI.2.6	Integration of Knowledge and Ideas RL.2.7, RL.2.9 RI.2.7, RI.2.8, RI.2.9	Range of Reading and Text Complexity R.L. 2.10 R.I. 2.10
	Writing	Text Types and Purposes W.2.1, W.2.2, W.2.3	Production and Distribution of Writing W.2.5, W.2.6	Research to Build and Present Knowledge W.2.7, W.2.8	Range of Writing
	Language	Conventions of Standard English L.2.1, L.2.2	Knowledge of Language L.2.3	Vocabulary Acquisition and Use L.2.4, L.2.5, L.2.6	
	Speaking & Listening	Comprehension and Collaboration SL.2.1, SL.2.2, SL.2.3	Presentation of Knowledge and Ideas SL.2.4, SL.2.5, SL.2.6		
	Foundational Skills	Print Concepts	Phonological Awareness	Phonics and Word Recognition RF.2.3	Fluency RF.2.4

Year-at-a-Glance
Grading Period 3

Grading Period 3	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details R.L. 2.1, R.L.2.2, R.L.2.3 R.I. 2.1, R.I. 2.2, R.I. 2.3	Craft and Structure RL.2.4, RL.2.5, RL.2.6 RI.2.4, RI.2.5, RI.2.6	Integration of Knowledge and Ideas RL.2.7, RL.2.9 RI.2.7, RI.2.8, RI.2.9	Range of Reading and Text Complexity R.L. 2.10 R.I. 2.10
	Writing	Text Types and Purposes W.2.1, W.2.2, W.2.3	Production and Distribution of Writing W.2.5, W.2.6	Research to Build and Present Knowledge W.2.7, W.2.8	Range of Writing
	Language	Conventions of Standard English L.2.1, L.2.2	Knowledge of Language L.2.3	Vocabulary Acquisition and Use L.2.4, L.2.5, L.2.6	
	Speaking & Listening	Comprehension and Collaboration SL.2.1, SL.2.2, SL.2.3	Presentation of Knowledge and Ideas SL.2.4, SL.2.5, SL.2.6		
	Foundational Skills	Print Concepts	Phonological Awareness	Phonics and Word Recognition RF.2.3	Fluency RF.2.4

Year-at-a-Glance

Grading Period 4

Grading Period 4	Strand	Topic	Topic	Topic	Topic
	Reading	Key Ideas and Details R.L. 2.1, R.L.2.2, R.L.2.3 R.I. 2.1, R.I. 2.2, R.I. 2.3	Craft and Structure RL.2.4, RL.2.5, RL.2.6 RI.2.4, RI.2.5, RI.2.6	Integration of Knowledge and Ideas RL.2.7, RL.2.9 RI.2.7, RI.2.8, RI.2.9	Range of Reading and Text Complexity R.L. 2.10 R.I. 2.10
	Writing	Text Types and Purposes W.2.1, W.2.2, W.2.3	Production and Distribution of Writing W.2.5, W.2.6	Research to Build and Present Knowledge W.2.7, W.2.8	Range of Writing
	Language	Conventions of Standard English L.2.1, L.2.2	Knowledge of Language L.2.3	Vocabulary Acquisition and Use L.2.4, L.2.5, L.2.6	
	Speaking & Listening	Comprehension and Collaboration SL.2.1, SL.2.2, SL.2.3	Presentation of Knowledge and Ideas SL.2.4, SL.2.5, SL.2.6		
	Foundational Skills	Print Concepts	Phonological Awareness	Phonics and Word Recognition RF.2.3	Fluency RF.2.4

Scope and Sequence

Standards: The standards are listed for the grading period and linked to the Clear Learning Targets for the corresponding strand.

Focus Standards: The standards that will be explicitly taught and assessed; focus standards require greater emphasis and are selected based on literacy research and developmental progressions.

Supporting Standards: Additional standards to be taught that align with and support mastery of the focus standards.

Essential Understandings: Synthesizes what the students should understand - not just know and do - empowering them to connect concepts and knowledge across contents and grades.

Strategies/Activities: “suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.” Further explanation for these strategies can be found on [Ohio’s Model Curriculum](#).

Assessment Guidance: Examples of assessments for the standard and lin (e.g. formative and summative assessments, performance tasks, entry and exit tickets, Venn Diagrams/graphic organizers, student journals, checklists).

*** Indicates priority instructional content for 2nd grade.**

 indicates a clickable link.

Grading Period I
Reading
Literature

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Analyze literary text development.

a. Determine the lesson or moral.

b. Retell stories, including fables and folktales from diverse cultures.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Analyze informational text development.

a. Identify the main topic of a multiparagraph text.

b. Identify the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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 efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives to 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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

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).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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.

SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

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.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

SL.2.6 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 for specific expectations.)

Language

L.2.1 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).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Recognize formal and informal uses of English.

b. Compare formal and informal uses of English.

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 (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 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).

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., When other kids are happy that makes me happy).

Foundational Skills

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. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

9 weeks				
Grading Period 1	Focus Standards	Essential Understandings	Strategies/Activities	Assessment Guidance
			*Adapted from ODE Model Curriculum : explanation for these strategies can be found in Ohio's Model Curriculum document linked above.	*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.
	RL.2.1	<ul style="list-style-type: none"> Ask questions (who, what, where, when, why) Answer questions (who, what, where, when, why) Understand which details are more important to the story. Demonstrate how the key details support or move the story forward Draw Conclusions 	<ul style="list-style-type: none"> The 5Ws Be a Reading Detective Cubing or Think Dots Color Coding Show Me the Evidence Question-Answer Relationship (QAR) Fix the Fuzziness Thick v. Thin Questions Ask-Read-Tell Model Recipe for a Fairy Tale Lesson or Moral Retelling Sequentially The Difference Between Plot and Theme Divide and Conquer Mind Maps Name that Folktale Summarize Based on What a Character Wants We can Learn (and Glve Advice) Based on How the Characters Treat Each Other 	<ul style="list-style-type: none"> Signal Cards: Give students a card that says Agree and one that says Disagree. Have students respond with the appropriate card after you read a question. Give Me Five: Have students trace their hands and write 5W questions given by the teacher about the text. Students answer the questions. Exit Tickets Weekly and Module assessments from <i>Into Reading</i>.
	RL.2.2	<ul style="list-style-type: none"> Retell: stories, fables, and folktales from different cultures Answer questions about the text Determine the 'big idea' about the lesson or moral of story 		<ul style="list-style-type: none"> After reading a story, have students complete a graphic organizer that allows them to recount the story and identify the moral or message. Weekly and Module assessments from <i>Into Reading</i>.

RL.2.4	<ul style="list-style-type: none"> • Distinguish between words and phrases • Identify and analyze the rhythm in a story, poem, or song • Ability to hear same and/or differing sounds in words • Ability to see and hear the pattern of the spoken language • Know that alliteration means words start with the same or similar sounds • Know that often authors repeat the same lines for emphasis or effect • Understand how words and phrases impact meaning 	<ul style="list-style-type: none"> • Tall Tales • Picture This • Roller Coaster • Debate • How Do You Know? • Readers' Theatre • Narrative Point of View Comic Strips • The KUD Method • Alliteration Tongue-Twister • Copy-Change • Talk Like the Character • Puppet Show • Email About Fables 	<ul style="list-style-type: none"> • Give students a poem or song and ask them to underline the rhymes, repeated lines or regular beats. Have a discussion about how they impact the meaning. • Have students write a story, poem or song. Ask them to follow a specific pattern. Allow students to share with the class and allow other students to share how the pattern, alliteration, rhymes or repeated lines help them understand the meaning of the text. • Weekly and Module assessments from <i>Into Reading</i>.
RL.2.6	<ul style="list-style-type: none"> • Understand and identify point of view • Distinguish one character's point of view from another character's • Understand character's voice in literature • Distinguish between characters' voices when reading aloud • Use different voices for different characters (e.g., high, gruff, low, excited) 		<ul style="list-style-type: none"> • Point of View Description: During a reading of the text, have students describe the characters point of view • Cartoon Strip: Have students draw a cartoon strip to show one character's point of view. Have students read it aloud to check for change in tone of voice based on the mood of the characters. • Weekly and Module assessments from <i>Into Reading</i>.
RL.2.7	<ul style="list-style-type: none"> • Understand character, plot, and setting • Analyze text information & illustrations to understand deeper meaning of the story 	<ul style="list-style-type: none"> • Multiple Versions • Text Feature Hunt • Photo Preview • Study Caldecott Winners • Same or Different Book 	<ul style="list-style-type: none"> • Graphic Organizers • Exit Ticket • Weekly and Module assessments from <i>Into Reading</i>.

	<ul style="list-style-type: none"> Use opportunities to explore books, or stories, as digital text 	<ul style="list-style-type: none"> Character Changes Fairy Tales Around the World Theme Chart Compare and Contrast Setting 	
RL.2.10	<ul style="list-style-type: none"> Recognize a variety of text (stories, poetry) Comprehend literature in grade 2-3 complexity band Read independently and proficiently in grade 2-3 complexity band Read text with multiple layers of meaning Read text with implicit and unconventional structures 	<ul style="list-style-type: none"> Direct Modeling SIFT Literary Analysis Strategy Reading Response Letters Talking Drawings The Hot Seat 	<ul style="list-style-type: none"> Running Records Reading Conferences Annotation Notation: Have students use symbols to annotate main idea, details and any other information to demonstrate comprehension of text. Weekly and Module assessments from <i>Into Reading</i>.
RI.2.1	<ul style="list-style-type: none"> Ask questions Answer who, what, where, when, why questions Understand key details Identify main ideas and key details within the text 	<ul style="list-style-type: none"> 3-2-1 Strategy Table-top Graphic Organizer Content Scramble Forensic Finds HIP CATAPULT TELL The COding Method Using Your Senses The THIEVES Mnemonic Concept Mapping 	<ul style="list-style-type: none"> Question Cubes: Give students cubes with the words: Who, What, WHeN, Where , Why and How on each side. Students roll the cube and write a sentence using the question word they land on. Students design a questionnaire about the text with a partner. Exchange questionnaires with another partner group and answer the questions. Weekly and Module assessments from <i>Into Reading</i>.
RI.2.2	<ul style="list-style-type: none"> Identify main topic within a multi-paragraph text Identify the topic sentence of each paragraph in a text 		<ul style="list-style-type: none"> Students read a multi-paragraph informational text and locate repeated words or signal words within the text that identify the

		<ul style="list-style-type: none"> Determine how each paragraph supports the main topic being addressed by the author Identify main ideas, key details in a multi-paragraph text Identify main ideas, key details in a multi-paragraph text Understand how to recount details in a multi-paragraph text 		<p>main topic and the focus of the supporting paragraphs.</p> <ul style="list-style-type: none"> Main Idea Can: Each student has a cup or can. On the outside students attach a strip of paper with the main topic or idea. Students then write the focus for each paragraph of the text on a strip of paper and write the paragraph number on the back of each strip. Strips are then placed in the cup or can and can be shared with a partner or the class. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.3	<ul style="list-style-type: none"> Compare and contrast scientific ideas or concepts Demonstrate understanding of the sequence of historical events Comprehend and show understanding of the sequence of steps in a technical procedure Describe how one event, a scientific event, or step in a procedure influences another 		<ul style="list-style-type: none"> After reading a text with steps or procedures, have students list in order the steps to make the item. After reading books about historical events, have students create a timeline that includes events from all texts. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.4	<ul style="list-style-type: none"> Interpret words and phrases Identify and analyze figurative language Identify and analyze academic vocabulary/language Understand how word choice impact meaning 	<ul style="list-style-type: none"> Thinking about Vocabulary Text-Dependent Questions (TDQs) Text Cut and Paste Text Feature Checklist Book of Text Features THinking Aloud Script Writing Aunty Annie's Annotations Word Map 	<ul style="list-style-type: none"> During a Read Aloud or small group, stop and ask students the meaning of specific words or phrases in the text. Have students explain the context clues that helped them determine the meaning Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.5	<ul style="list-style-type: none"> Demonstrate understanding of text 		<ul style="list-style-type: none"> Text Feature Scavenger Hunt: Give

		<p>features: captions, bold print, subheadings, glossaries, electronic menus, icons and indexes</p> <ul style="list-style-type: none"> Identify and understand text structure <p>impacts text features</p> <ul style="list-style-type: none"> Understand how ideas develop in an informational text 		<p>students a list of features to look for in the text. Have students record the feature with the page number, and write each feature's purpose.</p> <ul style="list-style-type: none"> In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about and a question they would like to have answered. Ask students questions about the text that require them to use text features. Have students explain what text feature they used and give the answer to the question. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.6	<ul style="list-style-type: none"> Identify the main purpose Identify the author's purpose Understand and explain how the main purpose is conveyed in a text 		<ul style="list-style-type: none"> On an index card, have students write the author's purpose of a text on one side. On the other side have students write an explanation that supports the author's purpose. Give students a description and ask them to orally provide the author's purpose and to explain their answers. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.7	<ul style="list-style-type: none"> Identify diverse forms of images Understand how diverse image formats clarify information in a text. 	<ul style="list-style-type: none"> Survey the Text Class Knowledge Main Point and Reasons Name the Graphical Devices 	<ul style="list-style-type: none"> Have students create a diagram and label it to show how something works. Have them describe how this supports the meaning of the

		<ul style="list-style-type: none"> Compare information read in the text and information gained from an image 	<ul style="list-style-type: none"> Main Topic and Support Text Comparison Video Comparison Cousin Venny's Pizza Diagram 	<p>text.</p> <ul style="list-style-type: none"> After reading an informational text, have students work in small groups to create a diagram that supports the text. Allow groups to share with the class. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.9	<ul style="list-style-type: none"> Analyze texts Identify the points the author is making Identify the key details presented Describe the similarities of both texts Describe the differences between both texts 		<ul style="list-style-type: none"> After reading two texts on the same topic, students create a checklist of key points the texts have in common and a list of points each text has that is different. Complete a Venn Diagram Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.10	<ul style="list-style-type: none"> Read informational texts independently and proficiently Demonstrate comprehension of grade-level informational text Demonstrate comprehension of text at the higher end of the grade band with scaffolding Know how to use text feature to help comprehend informational text Know how to self-monitor for understanding 	<ul style="list-style-type: none"> Book Talks Table of Content Predictions Create a KWHL Chart Create a KLEW Chart Five A's for Evaluating Informational Materials IEPC Foldable 	<ul style="list-style-type: none"> 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Running Records Reading Conferences Weekly and Module assessments from <i>Into Reading</i>.

W.2.1	<ul style="list-style-type: none"> • Understand the concept of having an opinion • Ability to express orally an opinion, such as like or dislike of a chosen book or story, and support that opinion with a reason • Ability to write an opinion piece and provide a reason for that opinion • Know common organizational structures such as: cause/effect, chronological/sequential order, and problem/solution • Know what linking words are and how to use them when moving from one reason to another • Know that conclusions should restate, or sum up, the writing 	<ul style="list-style-type: none"> • Mentor Texts • Writer's Workshop • Anchor Charts • Conferring • Graphic Organizers • Shared/Interactive Writing • RAFT • Creating a Class Career Book • Write from Photos • Verbalize Text Before Writing • Empower • Heart Map • Writing Grab Bag • Sticky Notes 	<ul style="list-style-type: none"> • Essay Prompt • Checklist • Rubrics • Use Google Docs to provide feedback on students writing. • Weekly and Module assessments from <i>Into Reading</i>.
W.2.2	<ul style="list-style-type: none"> • Know the difference between writing text to inform or explain • Know how to write a topic sentence • Know how to group related information together • Understand the importance of including illustrations • Use facts, definitions, and details to develop topic • Use linking words and phrases to connect ideas • Know how to conclude by using a statement or explanation 		<ul style="list-style-type: none"> • Essay Prompt • Checklist • Rubrics • Use Google Docs to provide feedback on students writing. • Weekly and Module assessments from <i>Into Reading</i>.

W.2.3	<ul style="list-style-type: none"> • Know that a narrative tells a story • Know that a narrative contains a beginning, middle and end • Understand who is telling the story • Use temporal words to move from one event to another • Use the character's words to help explain what is happening in the story • Understand story elements • Understand dialoguing 		<ul style="list-style-type: none"> • Essay Prompt • Checklist • Rubrics • Use Google Docs to provide feedback on students writing. • Weekly and Module assessments from <i>Into Reading</i>.
SL.2.1	<ul style="list-style-type: none"> • Teacher models and instructs active listening and staying on topic • Be aware of topics/texts that are being discussed • Know how to respond to the ideas of others in the group • Use acceptable structures for building on the ideas of others • Students will follow teacher directed rules for discussion • Students will ask clarifying questions to elaborate on 2nd grade topics and/or text • Know how to contribute to a conversation or discussion • Know how to express ideas that are similar or different from those already expressed 	<ul style="list-style-type: none"> • Sticky Note Conversations • Talking Chips • Talking Stick • Literature Circles • Conversation Station • Morning Meeting/Closing Circle • Hand Signals 	<ul style="list-style-type: none"> • Jigsaw Groups: Assign groups of students to read different portions of a text and become experts of that section. Reassign students to new groups so that there are members that have read different sections of the text. Each student shares what they read so that all students have an understanding of the whole text. • Checklist • Rubrics
SL.2.2	<ul style="list-style-type: none"> • Recognize the main ideas 		<ul style="list-style-type: none"> • Listening: Have students explain

		<p>presented in text</p> <ul style="list-style-type: none"> Recognize supporting details Understand visual, oral, and digital informational formats Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources 		<p>their answers and support it with evidence. Determine if there are any misconceptions.</p> <ul style="list-style-type: none"> Checklist Rubrics
	SL.2.3	<ul style="list-style-type: none"> Understand what is being said Ask important questions Answer important questions Ask for more information Realize that additional information is needed for understanding 		<ul style="list-style-type: none"> Ask clarifying questions to document student thinking Checklist Rubrics
	SL.2.4	<ul style="list-style-type: none"> Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps Understand organizational structure for presentation such as: chronologically, problem/solution, cause and effect, before and after Know that stories are organized with a beginning, a middle, and an end Understand that texts, or presentations, usually have a theme Know that reports have an introduction, body with supporting details, and a conclusion Understand that good presentation skills include speaking clearly, with good pacing, and making eye 	<ul style="list-style-type: none"> Book Trailers Images Talk 	<ul style="list-style-type: none"> Have students create a short video or screen-casts where they retell a story or recount an experience. Checklist Rubrics

	contact		
SL.2.5	<ul style="list-style-type: none"> • Understand how to use audio equipment • Understand voice, pitch and inflection • Create visual displays such as legends, charts, graphs, and display boards • Select stories or poems suitable for recording 		<ul style="list-style-type: none"> • Flipgrid • Screencast or Vidyad • Diorama • File Folders • Posters • Collage • Booklet • Checklist • Rubrics
SL.2.6	<ul style="list-style-type: none"> • Understand different levels of speech styles • Recognize when formal or informal English is appropriate • Understand that informal speech is used when talking to friends • Use academic, content specific, vocabulary when presenting formally • Use complete sentences in formal presentations • Know that when constructing a formal response, Standard English grammar and language convention must be used 		<ul style="list-style-type: none"> • Presentations • Essays/Reports • Letter Writing • Exit Tickets • Checklist • Rubrics
L.2.1	<ul style="list-style-type: none"> • Know how to print legibly • Understand that there are special words used to define a collection of objects, people, or things (group, herd, school, etc) 	<ul style="list-style-type: none"> • Peer Editing • Sing • Anchor Charts • Human Adjective Bingo • Word Cards 	<ul style="list-style-type: none"> • Journals • Exit Tickets • Graphic Organizers • Quizzes • Weekly and Module assessments

		<ul style="list-style-type: none"> • Know how regular plurals are formed • Distinguish between a regular/irregular plural • Know that the subjects and predicates in a sentence can be moved and still make sense 	<ul style="list-style-type: none"> • Some Spice • Flip Books • Word Sorts • Mentor Sentences • What's in the Bag 	from <i>Into Reading</i> .
	L.2.2	<ul style="list-style-type: none"> • Know the names of holidays that must be capitalized • Understand that product names are words like Nike, Xerox, Hershey, etc. • Know that names of countries, cities, states, lakes, and mountains are capitalized • Understand how to use commas in greetings and closings of letters • Understand that in a contraction, an apostrophe replaces missing letters • Use spelling patterns, word roots, affixes, and syllable construction • Use dictionaries, or digital media, to look for the correct spelling of a word 		<ul style="list-style-type: none"> • Letter Writing • Dictionary Dig • Quizzes • Weekly and Module assessments from <i>Into Reading</i>.
	L.2.3	<ul style="list-style-type: none"> • Understand basic punctuation rules • Understand basic capitalization rules • Understand basic grammar rules • Recognize that words have differences, or shades of meaning • Know that punctuation, like commas, exclamations, and 	<ul style="list-style-type: none"> • Messages • Language Sort • Formalities • Anchor Chart • Mentor Sentences • Discuss Code-Switching • Letter Writing 	<ul style="list-style-type: none"> • Journals or notebook prompts • Quizzes • Exit tickets • Letter Writing • Weekly and Module assessments from <i>Into Reading</i>.

	<p>question marks, can be used for effect</p> <ul style="list-style-type: none"> Distinguish between situations that call for formal English and those where informal English is appropriate 		
L.2.4	<ul style="list-style-type: none"> Understand context clues help provide clues to word or phrase meaning Identify the most common prefixes and roots Know how to use a textbook glossary Use a print or digital dictionary to locate definitions of key words or phrases Understand that sometimes two words can be combined to make a new word 	<ul style="list-style-type: none"> Word Wheels Shades of Meaning Anchor Chart The Frayer Model Cloze Sentences/Passages Word Illustrations Semantic Maps Word Charades Word Wizard Word Connect Headbands 	<ul style="list-style-type: none"> Graphic Organizers Frayer Model Quizzes Weekly and Module assessments from <i>Into Reading</i>.
L.2.5	<ul style="list-style-type: none"> Understand literal and nonliteral meanings Understand that words have shades or degrees of meaning Understand the connections between words and their use Understand shades of meaning, as it relates to state of mind, or degrees of certainty 		<ul style="list-style-type: none"> Graphic Organizers Exit Tickets Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer. Quizzes Weekly and Module assessments from <i>Into Reading</i>.
L.2.6	<ul style="list-style-type: none"> Practice opportunities to hear words used in different contexts Acquire and use words that are 		<ul style="list-style-type: none"> Journal or notebook prompts Essays Exit Tickets

		<ul style="list-style-type: none"> basic to understanding a concept Determine which word best describes an action, emotion, or state of being Develop an amount of grade level academic words and phrases After hearing or reading a word in context, begin to use it in the spoken and written language 		<ul style="list-style-type: none"> Quizzes Weekly and Module assessments from <i>Into Reading</i>.
	RF.2.3	<ul style="list-style-type: none"> Understand that meaningful chunks can be added to words to change their meaning Understand that prefixes are added to the beginning of the word Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc. Understand that suffixes are added to the ending of a word Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc. Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multisyllabic words Know and read, fluently, regularly spelled words 	<ul style="list-style-type: none"> Making Words Word Chains Sound/Spelling Cards and Sound Wall Phonics Jeopardy Word Sorts Practice Making One Syllable Words Student Record Prefix and Suffix Flipbook Elkonin Boxes 	<ul style="list-style-type: none"> Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer. Chalkboard Splash: Have students respond to a prompt/question on the board at the same time. Discuss similarity and differences of responses and allow students to share evidence for their response. Quizzes Exit Tickets
	RF.2.4	<ul style="list-style-type: none"> Set a purpose for reading Use expression when reading 	<ul style="list-style-type: none"> Audio-Assisted Reading Repeated Oral Reading 	<ul style="list-style-type: none"> Reading Conference Running Record

		<ul style="list-style-type: none"> • Use strategies for self-correction • Skim text to check for understanding • Scan text to confirm understanding • Re-read for fluency and comprehension • Self-monitor for understanding 	<ul style="list-style-type: none"> • Teacher-Assisted Reading • Readers' Theatre 	<ul style="list-style-type: none"> • Screencast • Flipgrid
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Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3. * Indicates priority instructional content for 2nd grade.

Grading Period 1		Module 1 Week 1	Module 1 Week 2	Module 1 Week 3	Module 2 Week 1	Module 2 Week 2	Module 2 Week 3	Module 3 Week 1	Module 3 Week 2	Module 3 Week 3
Reading	Focus Standards	RL.2.1* RL.2.4* RL.2.7 RL.2.10* RI.2.1* RI.2.2 RI.2.10*	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RL.2.10* RI.2.1* RI.2.2 RI.2.6 RI.2.10*	RL.2.2 RL.2.3 RL.2.4* RL.2.10* RI.2.2 RI.2.3 RI.2.4* RI.2.10*	RI.2.1* RI.2.2 RI.2.3 RI.2.4* RI.2.6 RI.2.10* RI.2.10*	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RL.2.7 RL.2.10* RI.2.10*	RL.2.1* RL.2.4* RL.2.7 RL.2.10* RI.2.1* RI.2.4* RI.2.7 RI.2.10*	RL.2.1* RL.2.4* RL.2.6 RL.2.10* RI.2.2 RI.2.4* RI.2.10*	RL.2.2 RL.2.4* RL.2.10* RI.2.1* RI.2.2 RI.2.4* RI.2.5 RI.2.10*	RL.2.2 RL.2.10* RI.2.1* RI.2.2 RI.2.4* RI.2.9 RI.2.10*
	Supporting Standards	RL.2.2 RL.2.3 RI.2.3 RI.2.4*	RI.2.2 RI.2.3 RI.2.4*	RI.2.1* RL.2.7 RL.2.1* RI.2.9	RL.2.1* RL.2.2 RL.2.3	RI.2.1* RI.2.2 RI.2.3 RI.2.4*	RL.2.2 RL.2.3 RI.2.2 RI.2.3	RL.2.2 RL.2.3 RI.2.1 RI.2.3	RL.2.1* RL.2.3 RI.2.3	RL.2.1* RL.2.3 RL.2.4*
Writing	Focus Standards	W.2.3	W.2.3	W.2.3	W.2.2	W.2.2	W.2.2	W.2.1	W.2.1	W.2.1
	Supporting Standards	W.2.5 W.2.8*	W.2.5 W.2.8*	W.2.6 W.2.8*	W.2.5 W.2.8*	W.2.5 W.2.8*	W.2.6 W.2.8*	W.2.5 W.2.8*	W.2.5 W.2.8*	W.2.6 W.2.8*
Speaking and Listening	Focus Standards	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6
	Supporting Standards									
Language	Focus	L.2.1	L.2.1	L.2.2	L.2.1	L.2.1	L.2.1	L.2.2	L.2.1	L.2.1

	Standards	L.2.5* L.2.6*	L.2.6*	L.2.3 L.2.6*	L.2.5* L.2.6*	L.2.5* L.2.6*	L.2.5* L.2.6*	L.2.3 L.2.4	L.2.4	L.2.4 L.2.5*
	Supporting Standards	L.2.2 L.2.3 L.2.4	L.2.2 L.2.4 L.2.5*	L.2.1 L.2.5*	L.2.2 L.2.4 L.2.5*	L.2.2 L.2.4 L.2.5*	L.2.2 L.2.4	L.2.1 L.2.5* L.2.6*	L.2.2 L.2.5* L.2.6*	L.2.2 L.2.6*
Foundational Skills	Focus Standards	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*
	Supporting Standards									

Grading Period 2
Reading
Literature

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Analyze literary text development.

a. Determine the lesson or moral.

b. Retell stories, including fables and folktales from diverse cultures.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Analyze informational text development.

a. Identify the main topic of a multiparagraph text.

b. Identify the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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 efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives to 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.

- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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.
- 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).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
- 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).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
- 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.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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.
- SL.2.6 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 for specific expectations.)

Language

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).
 - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - Use reflexive pronouns (e.g., myself, ourselves).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - 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).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Recognize formal and informal uses of English.
 - Compare formal and informal uses of English.
- 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 (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 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).

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., When other kids are happy that makes me happy).

Foundational Skills

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. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

9 weeks			
Focus Standards	Essential Understandings	Strategies/Activities <small>*Adapted from ODE Model Curriculum: explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
Grading Period 2	RL.2.1 <ul style="list-style-type: none"> Ask questions (who, what, where, when, why) Answer questions (who, what, where, when, why) Understand which details are more important to the story. Demonstrate how the key details support or move the story forward Draw Conclusions 	<ul style="list-style-type: none"> The 5Ws Be a Reading Detective Cubing or Think Dots Color Coding Show Me the Evidence Question-Answer Relationship (QAR) Fix the Fuzziness Thick v. Thin Questions Ask-Read-Tell Model Recipe for a Fairy Tale Lesson or Moral Retelling Sequentially The Difference Between Plot and Theme 	<ul style="list-style-type: none"> Signal Cards: Give students a card that says Agree and one that says Disagree. Have students respond with the appropriate card after you read a question. Give Me Five: Have students trace their hands and write 5W questions given by the teacher about the text. Students answer the questions. Exit Tickets Weekly and Module assessments from <i>Into Reading</i>. Students answer the questions.
	RL.2.2 <ul style="list-style-type: none"> Retell: stories, fables, and folktales from different cultures Answer questions about the text Determine the 'big idea' about the lesson or moral of story 	<ul style="list-style-type: none"> Divide and Conquer Mind Maps Name that Folktale Summarize Based on What a Character Wants We can Learn (and Give Advice) Based on How the Characters Treat Each Other 	<ul style="list-style-type: none"> After reading a story, have students complete a graphic organizer that allows them to recount the story and identify the moral or message. Weekly and Module assessments from <i>Into Reading</i>.

RL.2.3	<ul style="list-style-type: none"> Describe how characters respond and change as the plot moves forward Understand sequence of events in a story Identify major and minor events in a story 		<ul style="list-style-type: none"> After reading a text have students complete a Character Analysis graphic organizer where students identify character traits and their response to major events from the text. Role Playing: Have students act out major events from the story and how characters respond. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.4	<ul style="list-style-type: none"> Distinguish between words and phrases Identify and analyze the rhythm in a story, poem, or song Ability to hear same and/or differing sounds in words Ability to see and hear the pattern of the spoken language Know that alliteration means words start with the same or similar sounds Know that often authors repeat the same lines for emphasis or effect Understand how words and phrases impact meaning 	<ul style="list-style-type: none"> Tall Tales Picture This Roller Coaster Debate How Do You Know? Readers' Theatre Narrative Point of View Comic Strips The KUD Method Alliteration Tongue-Twister Copy-Change Talk Like the Character Puppet Show Email About Fables 	<ul style="list-style-type: none"> Give students a poem or song and ask them to underline the rhymes, repeated lines or regular beats. Have a discussion about how they impact the meaning. Have students write a story, poem or song. Ask them to follow a specific pattern. Allow students to share with the class and allow other students to share how the pattern, alliteration, rhymes or repeated lines help them understand the meaning of the text. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.5	<ul style="list-style-type: none"> Understand story structure Understand the beginning of a story that introduces the characters and setting Understand how a theme, 		<ul style="list-style-type: none"> Identifying a Strong Beginning and Ending: Show students a passage. Have them decide if it has a strong beginning and ending. Make sure students support their

	<ul style="list-style-type: none"> setting, or plot develops Describe the actions that occur at the ending of the story Know that actions in the story help lead to a resolution 		<ul style="list-style-type: none"> answers by citing evidence from the passage. Have students complete a Story Map graphic organizer. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.6	<ul style="list-style-type: none"> Understand and identify point of view Distinguish one character's point of view from another character's Understand character's voice in literature Distinguish between characters' voices when reading aloud Use different voices for different characters (e.g., high, gruff, low, excited) 		<ul style="list-style-type: none"> Point of View Description: During a reading of the text, have students describe the characters point of view Cartoon Strip: Have students draw a cartoon strip to show one character's point of view. Have students read it aloud to check for change in tone of voice based on the mood of the characters. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.7	<ul style="list-style-type: none"> Understand character, plot, and setting Analyze text information & illustrations to understand deeper meaning of the story Use opportunities to explore books, or stories, as digital text 	<ul style="list-style-type: none"> Multiple Versions Text Feature Hunt Photo Preview Study Caldecott Winners Same or Different Book Character Changes Fairy Tales Around the World Theme Chart Compare and Contrast Setting 	<ul style="list-style-type: none"> Graphic Organizers Exit Tickets Weekly and Module assessments from <i>Into Reading</i>.
RL.2.9	<ul style="list-style-type: none"> Compare and contrast the same text by different authors Compare and contrast selected text from different cultures 		<ul style="list-style-type: none"> Checklist Comparison: After reading two or more versions of the same story, students create a checklist of the things the stories have in common and the things that are unique to each story. Venn Diagram: Have students

			<p>complete a Venn diagram to compare and contrast two versions of the same story.</p> <ul style="list-style-type: none"> • Comparison Essay: Have students write an essay that compares and contrasts the different versions of the story. • Weekly and Module assessments from <i>Into Reading</i>.
RL.2.10	<ul style="list-style-type: none"> • Recognize a variety of text (stories, poetry) • Comprehend literature in grade 2-3 complexity band • Read independently and proficiently in grade 2-3 complexity band • Read text with multiple layers of meaning • Read text with implicit and unconventional structures 	<ul style="list-style-type: none"> • Direct Modeling • SIFT Literary Analysis Strategy • Reading Response Letters • Talking Drawings • The Hot Seat 	<ul style="list-style-type: none"> • Running Records • Reading Conferences • Annotation Notation: Have students use symbols to annotate main idea, details and any other information to demonstrate comprehension of text. • Weekly and Module assessments from <i>Into Reading</i>.
RI.2.1	<ul style="list-style-type: none"> • Ask questions • Answer who, what, where, when, why questions Understand key details • Identify main ideas and key details within the text 	<ul style="list-style-type: none"> • 3-2-1 Strategy • Table-top Graphic Organizer • Content Scramble • Forensic Finds • HIP • CATAPULT • TELL • The CODing Method • Using Your Senses • The THIEVES Mnemonic • Concept Mapping 	<ul style="list-style-type: none"> • Question Cubes: Give students cubes with the words: Who, What, WHeN, Where , Why and How on each side. Students roll the cube and write a sentence using the question word they land on. • Students design a questionnaire about the text with a partner. Exchange questionnaires with another partner group and answer the questions. • Weekly and Module assessments from <i>Into Reading</i>.
RI.2.2	<ul style="list-style-type: none"> • Identify main topic within a 		<ul style="list-style-type: none"> • Students read a multi-paragraph

		<p>multi-paragraph text</p> <ul style="list-style-type: none"> • Identify the topic sentence of each paragraph in a text • Determine how each paragraph supports the main topic being addressed by the author • Identify main ideas, key details in a multi-paragraph text • Identify main ideas, key details in a multi-paragraph text • Understand how to recount details in a multi-paragraph text 		<p>informational text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs.</p> <ul style="list-style-type: none"> • Main Idea Can: Each student has a cup or can. On the outside students attach a strip of paper with the main topic or idea. Students then write the focus for each paragraph of the text on a strip of paper and write the paragraph number on the back of each strip. Strips are then placed in the cup or can and can be shared with a partner or the class. • Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.3	<ul style="list-style-type: none"> • Compare and contrast scientific ideas or concepts • Demonstrate understanding of the sequence of historical events • Comprehend and show understanding of the sequence of steps in a technical procedure • Describe how one event, a scientific event, or step in a procedure influences another 		<ul style="list-style-type: none"> • After reading a text with steps or procedures, have students list in order the steps to make the item. • After reading books about historical events, have students create a timeline that includes events from all texts. • Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.4	<ul style="list-style-type: none"> • Interpret words and phrases • Identify and analyze figurative language • Identify and analyze academic vocabulary/language • Understand how word choice 	<ul style="list-style-type: none"> • Thinking about Vocabulary • Text-Dependent Questions (TDQs) • Text Cut and Paste • Text Feature Checklist • Book of Text Features • THinking Aloud Script Writing • Aunty Annie's Annotations 	<ul style="list-style-type: none"> • During a Read Aloud or small group, stop and ask students the meaning of specific words or phrases in the text. Have students explain the context clues that helped them determine the meaning • Weekly and Module assessments

		impact meaning	<ul style="list-style-type: none"> Word Map 	from <i>Into Reading</i> .
	RI.2.5	<ul style="list-style-type: none"> Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indexes Identify and understand text structure impacts text features Understand how ideas develop in an informational text 		<ul style="list-style-type: none"> Text Feature Scavenger Hunt: Give students a list of features to look for in the text. Have students record the feature with the page number, and write each feature's purpose. In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about and a question they would like to have answered. Ask students questions about the text that require them to use text features. Have students explain what text feature they used and give the answer to the question. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.6	<ul style="list-style-type: none"> Identify the main purpose Identify the author's purpose Understand and explain how the main purpose is conveyed in a text 		<ul style="list-style-type: none"> On an index card, have students write the author's purpose of a text on one side. On the other side have students write an explanation that supports the author's purpose. Give students a description and ask them to orally provide the author's purpose and to explain their answers. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.7	<ul style="list-style-type: none"> Identify diverse forms of images 	<ul style="list-style-type: none"> Survey the Text 	<ul style="list-style-type: none"> Have students create a diagram and

	<ul style="list-style-type: none"> Understand how diverse image formats clarify information in a text. Compare information read in the text and information gained from an image 	<ul style="list-style-type: none"> Class Knowledge Main Point and Reasons Name the Graphical Devices Main Topic and Support Text Comparison Video Comparison Cousin Venny's Pizza Diagram 	<p>label it to show how something works. Have them describe how this supports the meaning of the text.</p> <ul style="list-style-type: none"> After reading an informational text, have students work in small groups to create a diagram that supports the text. Allow groups to share with the class. Weekly and Module assessments from <i>Into Reading</i>.
RI.2.8	<ul style="list-style-type: none"> Be able to justify an author's main points Know how to link people and their ideas Know that an author writes to share what he/sh thinks Know that authors use details to help make a point Understand that authors try to explain their thinking Know that an author may have more than one reason to explain his thinking 		<ul style="list-style-type: none"> After reading an informational text, ask students to complete an exit ticket that identifies the key points. Ask students what reasons are in the text and how they support the key points. Have students complete a graphic organizer that identifies the author's key points and reasons. Weekly and Module assessments from <i>Into Reading</i>.
RI.2.9	<ul style="list-style-type: none"> Analyze texts Identify the points the author is making Identify the key details presented Describe the similarities of both texts Describe the differences 		<ul style="list-style-type: none"> After reading two texts on the same topic, students create a checklist of key points the texts have in common and a list of points each text has that is different. Complete a Venn Diagram Weekly and Module assessments from <i>Into Reading</i>.

		between both texts		
	RI.2.10	<ul style="list-style-type: none"> • Read informational texts independently and proficiently • Demonstrate comprehension of grade-level informational text • Demonstrate comprehension of text at the higher end of the grade band with scaffolding • Know how to use text feature to help comprehend informational text • Know how to self-monitor for understanding 	<ul style="list-style-type: none"> • Book Talks • Table of Content Predictions • Create a KWHL Chart • Create a KLEW Chart • Five A's for Evaluating Informational Materials • IEPC Foldable 	<ul style="list-style-type: none"> • 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. • Running Records • Reading Conferences • Weekly and Module assessments from <i>Into Reading</i>.
	W.2.1	<ul style="list-style-type: none"> • Understand the concept of having an opinion • Ability to express orally an opinion, such as like or dislike of a chosen book or story, and support that opinion with a reason • Ability to write an opinion piece and provide a reason for that opinion • Know common organizational structures such as: cause/effect, chronological/sequential order, and problem/solution • Know what linking words are and how to use them when moving from one reason to another 	<ul style="list-style-type: none"> • Mentor Texts • Writer's Workshop • Anchor Charts • Conferring • Graphic Organizers • Shared/Interactive Writing • RAFT • Creating a Class Career Book • Write from Photos • Verbalize Text Before Writing • Empower • Heart Map • Writing Grab Bag • Sticky Notes 	<ul style="list-style-type: none"> • Essay Prompt • Checklist • Rubrics • Use Google Docs to provide feedback on students writing. • Weekly and Module assessments from <i>Into Reading</i>.

		<ul style="list-style-type: none"> Know that conclusions should restate, or sum up, the writing 		
	W.2.2	<ul style="list-style-type: none"> Know the difference between writing text to inform or explain Know how to write a topic sentence Know how to group related information together Understand the importance of including illustrations Use facts, definitions, and details to develop topic Use linking words and phrases to connect ideas Know how to conclude by using a statement or explanation 		<ul style="list-style-type: none"> Essay Prompt Checklist Rubrics Use Google Docs to provide feedback on students writing. Weekly and Module assessments from <i>Into Reading</i>.
	W.2.3	<ul style="list-style-type: none"> Know that a narrative tells a story Know that a narrative contains a beginning, middle and end Understand who is telling the story Use temporal words to move from one event to another Use the character's words to help explain what is happening in the story Understand story elements Understand dialoguing 		<ul style="list-style-type: none"> Essay Prompt Checklist Rubrics Use Google Docs to provide feedback on students writing. Weekly and Module assessments from <i>Into Reading</i>.
SL.2.1		<ul style="list-style-type: none"> Teacher models and instructs active 	<ul style="list-style-type: none"> Sticky Note Conversations 	<ul style="list-style-type: none"> Jigsaw Groups: Assign groups of

		listening and staying on topic <ul style="list-style-type: none"> • Be aware of topics/texts that are being discussed • Know how to respond to the ideas of others in the group • Use acceptable structures for building on the ideas of others • Students will follow teacher directed rules for discussion • Students will ask clarifying questions to elaborate on 2nd grade topics and/or text • Know how to contribute to a conversation or discussion • Know how to express ideas that are similar or different from those already expressed 	<ul style="list-style-type: none"> • Talking Chips • Talking Stick • Literature Circles • Conversation Station • Morning Meeting/Closing Circle • Hand Signals 	students to read different portions of a text and become experts of that section. Reassign students to new groups so that there are members that have read different sections of the text. Each student shares what they read so that all students have an understanding of the whole text. <ul style="list-style-type: none"> • Checklist • Rubrics
	SL.2.2	<ul style="list-style-type: none"> • Recognize the main ideas presented in text • Recognize supporting details • Understand visual, oral, and digital informational formats • Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources 		<ul style="list-style-type: none"> • Listening: Have students explain their answers and support it with evidence. Determine if there are any misconceptions. • Checklist • Rubrics
	SL.2.3	<ul style="list-style-type: none"> • Understand what is being said • Ask important questions • Answer important questions • Ask for more information • Realize that additional information is needed for understanding 		<ul style="list-style-type: none"> • Ask clarifying questions to document student thinking • Checklist • Rubrics

	SL.2.4	<ul style="list-style-type: none"> • Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps • Understand organizational structure for presentation such as: chronologically, problem/solution, cause and effect, before and after • Know that stories are organized with a beginning, a middle, and an end • Understand that texts, or presentations, usually have a theme • Know that reports have an introduction, body with supporting details, and a conclusion • Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact 	<ul style="list-style-type: none"> • Book Trailers • Images Talk 	<ul style="list-style-type: none"> • Have students create a short video or screen-casts where they retell a story or recount an experience. • Checklist • Rubrics
	SL.2.5	<ul style="list-style-type: none"> • Understand how to use audio equipment • Understand voice, pitch and inflection • Create visual displays such as legends, charts, graphs, and display boards • Select stories or poems suitable for recording 		<ul style="list-style-type: none"> • Flipgrid • Screencast or Vidyard • Diorama • File Folders • Posters • Collage • Booklet • Checklist • Rubrics
	SL.2.6	<ul style="list-style-type: none"> • Understand different levels of speech styles • Recognize when formal or informal English is appropriate 		<ul style="list-style-type: none"> • Presentations • Essays/Reports • Letter Writing • Exit Tickets

	<ul style="list-style-type: none"> • Understand that informal speech is used when talking to friends • Use academic, content specific, vocabulary when presenting formally • Use complete sentences in formal presentations • Know that when constructing a formal response, Standard English grammar and language convention must be used 		<ul style="list-style-type: none"> • Checklist • Rubrics
L.2.1	<ul style="list-style-type: none"> • Know how to print legibly • Understand that there are special words used to define a collection of objects, people, or things (group, herd, school, etc) • Know how regular plurals are formed • Distinguish between a regular/irregular plural • Know that the subjects and predicates in a sentence can be moved and still make sense 	<ul style="list-style-type: none"> • Peer Editing • Sing • Anchor Charts • Human Adjective Bingo • Word Cards • Some Spice • Flip Books • Word Sorts • Mentor Sentences • What's in the Bag 	<ul style="list-style-type: none"> • Journals • Exit Tickets • Graphic Organizers • Quizzes • Weekly and Module assessments from <i>Into Reading</i>.
L.2.2	<ul style="list-style-type: none"> • Know the names of holidays that must be capitalized • Understand that product names are words like Nike, Xerox, Hershey, etc. • Know that names of countries, cities, states, lakes, and mountains are capitalized 		<ul style="list-style-type: none"> • Letter Writing • Dictionary Dig • Quizzes • Weekly and Module assessments from <i>Into Reading</i>.

	<ul style="list-style-type: none"> • Understand how to use commas in greetings and closings of letters • Understand that in a contraction, an apostrophe replaces missing letters • Use spelling patterns, word roots, affixes, and syllable construction • Use dictionaries, or digital media, to look for the correct spelling of a word 		
L.2.3	<ul style="list-style-type: none"> • Understand basic punctuation rules • Understand basic capitalization rules • Understand basic grammar rules • Recognize that words have differences, or shades of meaning • Know that punctuation, like commas, exclamations, and question marks, can be used for effect • Distinguish between situations that call for formal English and those where informal English is appropriate 	<ul style="list-style-type: none"> • Messages • Language Sort • Formalities • Anchor Chart • Mentor Sentences • Discuss Code-Switching • Letter Writing 	<ul style="list-style-type: none"> • Journals or notebook prompts • Quizzes • Exit tickets • Letter Writing • Weekly and Module assessments from <i>Into Reading</i>.
L.2.4	<ul style="list-style-type: none"> • Understand context clues help provide clues to word or phrase meaning • Identify the most common prefixes and roots • Know how to use a textbook glossary • Use a print or digital dictionary to 	<ul style="list-style-type: none"> • Word Wheels • Shades of Meaning Anchor Chart • The Frayer Model • Cloze Sentences/Passages • Word Illustrations • Semantic Maps • Word Charades • Word Wizard 	<ul style="list-style-type: none"> • Graphic Organizers • Frayer Model • Quizzes • Weekly and Module assessments from <i>Into Reading</i>.

		<ul style="list-style-type: none">locate definitions of key words or phrasesUnderstand that sometimes two words can be combined to make a new word	<ul style="list-style-type: none">Word ConnectHeadbands	
	L.2.5	<ul style="list-style-type: none">Understand literal and nonliteral meaningsUnderstand that words have shades or degrees of meaningUnderstand the connections between words and their useUnderstand shades of meaning, as it relates to state of mind, or degrees of certainty		<ul style="list-style-type: none">Graphic OrganizersExit TicketsMini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.QuizzesWeekly and Module assessments from <i>Into Reading</i>.
	L.2.6	<ul style="list-style-type: none">Practice opportunities to hear words used in different contextsAcquire and use words that are basic to understanding a conceptDetermine which word best describes an action, emotion, or state of beingDevelop an amount of grade level academic words and phrasesAfter hearing or reading a word in context, begin to use it in the spoken and written language		<ul style="list-style-type: none">Journal or notebook promptsEssaysExit TicketsQuizzesWeekly and Module assessments from <i>Into Reading</i>.
	RF.2.3	<ul style="list-style-type: none">Understand that meaningful chunks can be added to words to change their meaningUnderstand that prefixes are added	<ul style="list-style-type: none">Making WordsWord ChainsSound/Spelling Cards and Sound Wall	<ul style="list-style-type: none">Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.

		to the beginning of the word <ul style="list-style-type: none"> • Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc. • Understand that suffixes are added to the ending of a word • Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word • Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc. • Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multisyllabic words • Know and read, fluently, regularly spelled words 	<ul style="list-style-type: none"> • Phonics Jeopardy • Word Sorts • Practice Making One Syllable Words • Student Record • Prefix and Suffix Flipbook • Elkonin Boxes 	<ul style="list-style-type: none"> • Chalkboard Splash: Have students respond to a prompt/question on the board at the same time. Discuss similarity and differences of responses and allow students to share evidence for their response. • Quizzes • Exit Tickets
	RF.2.4	<ul style="list-style-type: none"> • Set a purpose for reading • Use expression when reading • Use strategies for self-correction • Skim text to check for understanding • Scan text to confirm understanding • Re-read for fluency and comprehension • Self-monitor for understanding 	<ul style="list-style-type: none"> • Audio-Assisted Reading • Repeated Oral Reading • Teacher-Assisted Reading • Readers' Theatre 	<ul style="list-style-type: none"> • Reading Conference • Running Record • Screencast • Flipgrid

Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3. * Indicates priority instructional content for 2nd grade.

Grading Period 2		Module 4 Week 1	Module 4 Week 2	Module 4 Week 3	Module 5 Week 1	Module 5 Week 2	Module 5 Week 3	Module 6 Week 1	Module 6 Week 2	Module 6 Week 3
Reading	Focus Standards	RL.2.3 RL.2.5 RL.2.7 RL.2.10* RI.2.3 RI.2.4* RI.2.5 RI.2.10*	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RL.2.5 RL.2.6 RL.2.10* RI.2.10*	RL.2.1* RL.2.3 RL.2.5 RL.2.7 RL.2.9 RL.2.10* RI.2.3 RI.2.10*	RL.2.1* RL.2.3 RL.2.4* RL.2.7 RL.2.10* RI.2.1* RI.2.6 RI.2.10*	RL.2.10* RI.2.1* RI.2.2 RI.2.3 RI.2.5 RI.2.6 RI.2.8 RI.2.10*	RL.2.10* RI.2.1* RI.2.2 RI.2.3 RI.2.4* RI.2.9 RI.2.7 RI.2.10*	RL.2.10* RI.2.1* RI.2.2 RI.2.3 RI.2.4* RI.2.5 RI.2.7 RI.2.10*	RL.2.6 RL.2.10* RI.2.1* RI.2.2 RI.2.3 RI.2.4* RI.2.5 RI.2.10*	RL.2.1* RL.2.4* RL.2.10* RI.2.1* RI.2.3 RI.2.5 RI.2.9 RI.2.10*
	Supporting Standards	RL.2.1* RL.2.2 RL.2.4* RI.2.1* RI.2.2	RL.2.7 RI.2.1* RI.2.2 RI.2.3 RI.2.4*	RL.2.2 RL.2.4* RI.2.1* RI.2.2 RI.2.4*	RL.2.2 RI.2.2 RI.2.3 RI.2.4* RI.2.8	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RL.2.7 RI.2.4*	RL.2.1* RL.2.2 RL.2.3 RL.2.4*	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RL.2.6	RL.2.1* RL.2.2 RL.2.3 RL.2.4*	RL.2.2 RL.2.3 RI.2.2 RI.2.4*
Writing	Focus Standards	W.2.3	W.2.3	W.2.3	W.2.2	W.2.2	W.2.2	W.2.3	W.2.3	W.2.3
	Supporting Standards	W.2.8*	W.2.5 W.2.8*	W.2.5 W.2.8*	W.2.1 W.2.8*	W.2.1 W.2.8*	W.2.5 W.2.8*	W.2.8*	W.2.5 W.2.8*	W.2.5 W.2.6 W.2.8*
Speaking and Listening	Focus Standards	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6
	Supporting Standards									

	Supporting Standards									
Language	Focus Standards	L.2.1 L.2.4* L.2.3	L.2.1 L.2.2 L.2.4* L.2.5*	L.2.1 L.2.4* L.2.5* L.2.6*	L.2.2 L.2.4* L.2.6*	L.2.2 L.2.4*	L.2.4* L.2.5* L,2,3	L.2.1 L.2.5* L.2.6*	L.2.1 L.2.4* L.2.6*	L.2.1 L.2.4* L.2.6*
	Supporting Standards	L.2.5* L.2.6*	L.2.2 L.2.6*	L.2.2 L.2.4*	L.2.1 L.2.4* L.2.5*	L.2.4* L.2.5* L.2.6*	L.2.1 L.2.6*	L.2.4* L.2.5	L.2.2 L.2.4* L.2.5*	L.2.2 L.2.4* L.2.5*
Foundational Skills	Focus Standards	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*
	Supporting Standards									

Grading Period 3

Reading

Literature

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Analyze literary text development.

a. Determine the lesson or moral.

b. Retell stories, including fables and folktales from diverse cultures.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Analyze informational text development.

a. Identify the main topic of a multiparagraph text.

b. Identify the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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 efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives to 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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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.

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).

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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.

SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

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.

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

SL.2.6 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 for specific expectations.)

Language

L.2.1 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).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Recognize formal and informal uses of English.

b. Compare formal and informal uses of English.

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 (e.g., happy/unhappy, tell/retell).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 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).

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., When other kids are happy that makes me happy).

Foundational Skills

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. Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

9 weeks				
Grading Period 3	Focus Standards	Essential Understandings	Strategies/Activities <small>*Adapted from ODE Model Curriculum; explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
	RL.2.1	<ul style="list-style-type: none"> Ask questions (who, what, where, when, why) Answer questions (who, what, where, when, why) Understand which details are more important to the story. Demonstrate how the key details support or move the story forward Draw Conclusions 	<ul style="list-style-type: none"> The 5Ws Be a Reading Detective Cubing or Think Dots Color Coding Show Me the Evidence Question-Answer Relationship (QAR) Fix the Fuzziness Thick v. Thin Questions Ask-Read-Tell Model Recipe for a Fairy Tale Lesson or Moral Retelling Sequentially The Difference Between Plot and Theme 	<ul style="list-style-type: none"> Signal Cards: Give students a card that says Agree and one that says Disagree. Have students respond with the appropriate card after you read a question. Give Me Five: Have students trace their hands and write 5W questions given by the teacher about the text. Students answer the questions. Exit Tickets Weekly and Module assessments from <i>Into Reading</i>.
	RL.2.2	<ul style="list-style-type: none"> Retell: stories, fables, and folktales from different cultures Answer questions about the text Determine the 'big idea' about the lesson or moral of story 	<ul style="list-style-type: none"> Divide and Conquer Mind Maps Name that Folktale Summarize Based on What a Character Wants We can Learn (and Give Advice) Based on How the Characters Treat Each Other 	<ul style="list-style-type: none"> After reading a story, have students complete a graphic organizer that allows them to recount the story and identify the moral or message. Weekly and Module assessments from <i>Into Reading</i>.

RL.2.3	<ul style="list-style-type: none"> Describe how characters respond and change as the plot moves forward Understand sequence of events in a story Identify major and minor events in a story 		<ul style="list-style-type: none"> After reading a text have students complete a Character Analysis graphic organizer where students identify character traits and their response to major events from the text. Role Playing: Have students act out major events from the story and how characters respond. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.4	<ul style="list-style-type: none"> Distinguish between words and phrases Identify and analyze the rhythm in a story, poem, or song Ability to hear same and/or differing sounds in words Ability to see and hear the pattern of the spoken language Know that alliteration means words start with the same or similar sounds Know that often authors repeat the same lines for emphasis or effect Understand how words and phrases impact meaning 	<ul style="list-style-type: none"> Tall Tales Picture This Roller Coaster Debate How Do You Know? Readers' Theatre Narrative Point of View Comic Strips The KUD Method Alliteration Tongue-Twister Copy-Change Talk Like the Character Puppet Show Email About Fables 	<ul style="list-style-type: none"> Give students a poem or song and ask them to underline the rhymes, repeated lines or regular beats. Have a discussion about how they impact the meaning. Have students write a story, poem or song. Ask them to follow a specific pattern. Allow students to share with the class and allow other students to share how the pattern, alliteration, rhymes or repeated lines help them understand the meaning of the text. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.5	<ul style="list-style-type: none"> Understand story structure Understand the beginning of a story that introduces the characters and setting Understand how a theme, 		<ul style="list-style-type: none"> Identifying a Strong Beginning and Ending: Show students a passage. Have them decide if it has a strong beginning and ending. Make sure students support their

	<ul style="list-style-type: none"> setting, or plot develops Describe the actions that occur at the ending of the story Know that actions in the story help lead to a resolution 		<ul style="list-style-type: none"> answers by citing evidence from the passage. Have students complete a Story Map graphic organizer. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.7	<ul style="list-style-type: none"> Understand character, plot, and setting Analyze text information & illustrations to understand deeper meaning of the story Use opportunities to explore books, or stories, as digital text 	<ul style="list-style-type: none"> Multiple Versions Text Feature Hunt Photo Preview Study Caldecott Winners Same or Different Book Character Changes Fairy Tales Around the World Theme Chart Compare and Contrast Setting 	<ul style="list-style-type: none"> Graphic Organizers Exit Tickets Weekly and Module assessments from <i>Into Reading</i>.
RL.2.9	<ul style="list-style-type: none"> Compare and contrast the same text by different authors Compare and contrast selected text from different cultures 		<ul style="list-style-type: none"> Checklist Comparison: After reading two or more versions of the same story, students create a checklist of the things the stories have in common and the things that are unique to each story. Venn Diagram: Have students complete a Venn diagram to compare and contrast two versions of the same story. Comparison Essay: Have students write an essay that compares and contrasts the different versions of the story. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.10	<ul style="list-style-type: none"> Recognize a variety of text (stories, poetry) Comprehend literature in grade 	<ul style="list-style-type: none"> Direct Modeling SIFT Literary Analysis Strategy Reading Response Letters 	<ul style="list-style-type: none"> Running Records Reading Conferences Annotation Notation: Have

	<ul style="list-style-type: none">2-3 complexity bandRead independently and proficiently in grade 2-3 complexity bandRead text with multiple layers of meaningRead text with implicit and unconventional structures	<ul style="list-style-type: none">Talking DrawingsThe Hot Seat	<p>students use symbols to annotate main idea, details and any other information to demonstrate comprehension of text.</p> <ul style="list-style-type: none">Weekly and Module assessments from <i>Into Reading</i>.
RI.2.1	<ul style="list-style-type: none">Ask questionsAnswer who, what, where, when, why questions Understand key detailsIdentify main ideas and key details within the text	<ul style="list-style-type: none">3-2-1 StrategyTable-top Graphic OrganizerContent ScrambleForensic FindsHIPCATAPULTTELLThe COding MethodUsing Your SensesThe THIEVES MnemonicConcept Mapping	<ul style="list-style-type: none">Question Cubes: Give students cubes with the words: Who, What, WHeN, Where , Why and How on each side. Students roll the cube and write a sentence using the question word they land on.Students design a questionnaire about the text with a partner. Exchange questionnaires with another partner group and answer the questions.Weekly and Module assessments from <i>Into Reading</i>.
RI.2.2	<ul style="list-style-type: none">Identify main topic within a multi-paragraph textIdentify the topic sentence of each paragraph in a textDetermine how each paragraph supports the main topic being addressed by the authorIdentify main ideas, key details in a multi-paragraph textIdentify main ideas, key details in a multi-paragraph textUnderstand how to recount details in a multi-paragraph text		<ul style="list-style-type: none">Students read a multi-paragraph informational text and locate repeated words or signal words within the text that identify the main topic and the focus of the supporting paragraphs.Main Idea Can: Each student has a cup or can. On the outside students attach a strip of paper with the main topic or idea. Students then write the focus for each paragraph of the text on a strip of paper and write the paragraph number on the back of each strip. Strips are then

				<p>placed in the cup or can and can be shared with a partner or the class.</p> <ul style="list-style-type: none">Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.3	<ul style="list-style-type: none">Compare and contrast scientific ideas or conceptsDemonstrate understanding of the sequence of historical eventsComprehend and show understanding of the sequence of steps in a technical procedureDescribe how one event, a scientific event, or step in a procedure influences another		<ul style="list-style-type: none">After reading a text with steps or procedures, have students list in order the steps to make the item.After reading books about historical events, have students create a timeline that includes events from all texts.Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.4	<ul style="list-style-type: none">Interpret words and phrasesIdentify and analyze figurative languageIdentify and analyze academic vocabulary/languageUnderstand how word choice impact meaning	<ul style="list-style-type: none">Thinking about VocabularyText-Dependent Questions (TDQs)Text Cut and PasteText Feature ChecklistBook of Text FeaturesTHinking Aloud Script WritingAunty Annie's AnnotationsWord Map	<ul style="list-style-type: none">During a Read Aloud or small group, stop and ask students the meaning of specific words or phrases in the text. Have students explain the context clues that helped them determine the meaningWeekly and Module assessments from <i>Into Reading</i>.
	RI.2.5	<ul style="list-style-type: none">Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indexesIdentify and understand text structure impacts text featuresUnderstand how ideas develop in an informational text		<ul style="list-style-type: none">Text Feature Scavenger Hunt: Give students a list of features to look for in the text. Have students record the feature with the page number, and write each feature's purpose.In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about and a

				<p>question they would like to have answered.</p> <ul style="list-style-type: none"> Ask students questions about the text that require them to use text features. Have students explain what text feature they used and give the answer to the question. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.6	<ul style="list-style-type: none"> Identify the main purpose Identify the author's purpose Understand and explain how the main purpose is conveyed in a text 		<ul style="list-style-type: none"> On an index card, have students write the author's purpose of a text on one side. On the other side have students write an explanation that supports the author's purpose. Give students a description and ask them to orally provide the author's purpose and to explain their answers. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.7	<ul style="list-style-type: none"> Identify diverse forms of images Understand how diverse image formats clarify information in a text. Compare information read in the text and information gained from an image 	<ul style="list-style-type: none"> Survey the Text Class Knowledge Main Point and Reasons Name the Graphical Devices Main Topic and Support Text Comparison Video Comparison Cousin Venny's Pizza Diagram 	<ul style="list-style-type: none"> Have students create a diagram and label it to show how something works. Have them describe how this supports the meaning of the text. After reading an informational text, have students work in small groups to create a diagram that supports the text. Allow groups to share with the class. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.8	<ul style="list-style-type: none"> Be able to justify an author's 		<ul style="list-style-type: none"> After reading an informational text,

		<p>main points</p> <ul style="list-style-type: none">● Know how to link people and their ideas● Know that an author writes to share what he/sh thinks● Know that authors use details to help make a point● Understand that authors try to explain their thinking● Know that an author may have more than one reason to explain his thinking		<p>ask students to complete an exit ticket that identifies the key points. Ask students what reasons are in the text and how they support the key points.</p> <ul style="list-style-type: none">● Have students complete a graphic organizer that identifies the author's key points and reasons.● Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.9	<ul style="list-style-type: none">● Analyze texts● Identify the points the author is making● Identify the key details presented● Describe the similarities of both texts● Describe the differences between both texts		<ul style="list-style-type: none">● After reading two texts on the same topic, students create a checklist of key points the texts have in common and a list of points each text has that is different.● Complete a Venn Diagram● Weekly and Module assessments from <i>Into Reading</i>.
RF.2.3	<ul style="list-style-type: none">● Understand that meaningful chunks can be added to words to change their meaning● Understand that prefixes are added to the beginning of the word● Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc.● Understand that suffixes are added	<ul style="list-style-type: none">● Making Words● Word Chains● Sound/Spelling Cards and Sound Wall● Phonics Jeopardy● Word Sorts● Practice Making One Syllable Words● Student Record	<ul style="list-style-type: none">● Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer.● Chalkboard Splash: Have students respond to a prompt/question on the board at the same time. Discuss similarity and differences of	

		to the ending of a word <ul style="list-style-type: none"> Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>;<i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc. Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multisyllabic words Know and read, fluently, regularly spelled words 	<ul style="list-style-type: none"> Prefix and Suffix Flipbook Elkonin Boxes 	responses and allow students to share evidence for their response. <ul style="list-style-type: none"> Quizzes Exit Tickets
	RF.2.4	<ul style="list-style-type: none"> Set a purpose for reading Use expression when reading Use strategies for self-correction Skim text to check for understanding Scan text to confirm understanding Re-read for fluency and comprehension Self-monitor for understanding 	<ul style="list-style-type: none"> Audio-Assisted Reading Repeated Oral Reading Teacher-Assisted Reading Readers' Theatre 	<ul style="list-style-type: none"> Reading Conference Running Record Screencast Flipgrid

Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3. * Indicates priority instructional content for 2nd grade.

Grading Period 3		Module 7 Week 1	Module 7 Week 2	Module 7 Week 3	Module 8 Week 1	Module 8 Week 2	Module 8 Week 3	Module 9 Week 1	Module 9 Week 2	Module 9 Week 3
Reading	Focus Standards	RL.2.10* RI.2.1* RI.2.3 RI.2.4* RI.2.5 RI.2.6 RI.2.8 RI.2.10*	RL.2.10* RI.2.1* RI.2.2 RI.2.3 RI.2.4* RI.2.5 RI.2.7 RI.2.10*	RL.2.1* RL.2.7 RI.2.1* RI.2.2 RI.2.3 RI.2.6 RI.2.8 RI.2.9 RI.2.10*	RL.2.10* RI.2.1* RI.2.2 RI.2.3 RI.2.4* RI.2.5 RI.2.6 RI.2.10*	RL.2.1* RL.2.2 RL.2.3 RI.2.4* RL.2.5 RI.2.7 RI.2.9 RI.2.10*	RL.2.3 RL.2.5 RI.2.7 RI.2.1* RI.2.3 RI.2.4* RI.2.9 RI.2.10*	RL.2.1* RL.2.4* RI.2.10* RI.2.1* RI.2.3 RI.2.6 RI.2.8 RI.2.10*	RL.2.1* RL.2.4* RI.2.10* RI.2.1* RI.2.3 RI.2.5 RI.2.9 RI.2.10*	RL.2.2 RL.2.3 RL.2.4* RI.2.10* RI.2.3 RI.2.5 RI.2.9 RI.2.10*
	Supporting Standards	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RI.2.2	RL.2.1* RL.2.2 RL.2.3 RL.2.4*	RL.2.2 RL.2.2 RL.2.3 RL.2.4* RI.2.10* RI.2.4*	RL.2.1* RL.2.2 RL.2.3 RL.2.4*	RI.2.1* RI.2.2 RI.2.3 RI.2.4* RI.2.10*	RL.2.1* RL.2.4* RI.2.10*	RL.2.2 RL.2.3 RI.2.2 RI.2.4*	RL.2.2 RL.2.3 RI.2.2 RI.2.4*	RL.2.1* RI.2.1* RI.2.2 RI.2.4*
Writing	Focus Standards	W.2.3	W.2.3	W.2.3	W.2.2	W.2.2	W.2.2	W.2.2	W.2.2	W.2.2
	Supporting Standards	W.2.1 W.2.7 W.2.8*	W.2.5 W.2.8*	W.2.5 W.2.6 W.2.8*	W.2.4 W.2.8*	W.2.5 W.2.8*	W.2.5 W.2.6 W.2.8*	W.2.1 W.2.8*	W.2.7 W.2.5 W.2.8*	W.2.4 W.2.8*
Speaking and Listening	Focus Standards	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6
	Supporting Standards									

	Supporting Standards									
Language	Focus Standards	L.2.2 L.2.5* L.2.6*	L.2.2 L.2.4* L.2.5*	L.2.1 L.2.4* L.2.5*	L.2.1 L.2.2 L.2.6*	L.2.1 L.2.2 L.2.4*	L.2.1 L.2.2 L.2.6*	L.2.2 L.2.4* L.2.5*	L.2.1 L.2.4*	L.2.2 L.2.4a L.2.4b
	Supporting Standards	L.2.4*	L.2.3 L.2.6*	L.2.6*	L.2.4* L.2.5*	L.2.5* L.2.6*	L.2.4* L.2.5*	L.2.3 L.2.6*	L.2.5* L.2.6*	L.2.5* L.2.6*
Foundational Skills	Focus Standards	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*
	Supporting Standards									

Grading Period 4
Reading
Literature

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Analyze literary text development.

a. Determine the lesson or moral.

b. Retell stories, including fables and folktales from diverse cultures.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Informational

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Analyze informational text development.

a. Identify the main topic of a multiparagraph text.

b. Identify the focus of specific paragraphs within the text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

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 efficiently.

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- W.2.3 Write narratives to 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.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 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.
- 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).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
- 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).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
- 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.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 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.
- SL.2.6 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 for specific expectations.)

Language

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., group).
 - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - Use reflexive pronouns (e.g., myself, ourselves).
 - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - 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).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Recognize formal and informal uses of English.
 - Compare formal and informal uses of English.

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 (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5 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).

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., When other kids are happy that makes me happy).

Foundational Skills

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. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

9 weeks			
Focus Standards	Essential Understandings	Strategies/Activities <small>*Adapted from ODE Model Curriculum: explanation for these strategies can be found in Ohio's Model Curriculum document linked above.</small>	Assessment Guidance <small>*Formative assessments are not limited to those listed below. Formative assessments should be ongoing and are an integral part of the education process.</small>
Grading Period 4 RL.2.1	<ul style="list-style-type: none"> Ask questions (who, what, where, when, why) Answer questions (who, what, where, when, why) Understand which details are more important to the story. Demonstrate how the key details support or move the story forward Draw Conclusions 	<ul style="list-style-type: none"> The 5Ws Be a Reading Detective Cubing or Think Dots Color Coding Show Me the Evidence Question-Answer Relationship (QAR) Fix the Fuzziness Thick v. Thin Questions Ask-Read-Tell Model Recipe for a Fairy Tale Lesson or Moral Retelling Sequentially The Difference Between Plot and Theme Divide and Conquer Mind Maps Name that Folktale Summarize Based on What a Character Wants We can Learn (and Give Advice) Based on How the Characters Treat Each Other 	<ul style="list-style-type: none"> Signal Cards: Give students a card that says Agree and one that says Disagree. Have students respond with the appropriate card after you read a question. Give Me Five: Have students trace their hands and write 5W questions given by the teacher about the text. Students answer the questions. Exit Tickets Weekly and Module assessments from <i>Into Reading</i>.
	<ul style="list-style-type: none"> Retell: stories, fables, and folktales from different cultures Answer questions about the text Determine the 'big idea' about the lesson or moral of story 		<ul style="list-style-type: none"> After reading a story, have students complete a graphic organizer that allows them to recount the story and identify the moral or message. Weekly and Module assessments from <i>Into Reading</i>.

RL.2.3	<ul style="list-style-type: none"> Describe how characters respond and change as the plot moves forward Understand sequence of events in a story Identify major and minor events in a story 		<ul style="list-style-type: none"> After reading a text have students complete a Character Analysis graphic organizer where students identify character traits and their response to major events from the text. Role Playing: Have students act out major events from the story and how characters respond. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.4	<ul style="list-style-type: none"> Distinguish between words and phrases Identify and analyze the rhythm in a story, poem, or song Ability to hear same and/or differing sounds in words Ability to see and hear the pattern of the spoken language Know that alliteration means words start with the same or similar sounds Know that often authors repeat the same lines for emphasis or effect Understand how words and phrases impact meaning 	<ul style="list-style-type: none"> Tall Tales Picture This Roller Coaster Debate How Do You Know? Readers' Theatre Narrative Point of View Comic Strips The KUD Method Alliteration Tongue-Twister Copy-Change Talk Like the Character Puppet Show Email About Fables 	<ul style="list-style-type: none"> Give students a poem or song and ask them to underline the rhymes, repeated lines or regular beats. Have a discussion about how they impact the meaning. Have students write a story, poem or song. Ask them to follow a specific pattern. Allow students to share with the class and allow other students to share how the pattern, alliteration, rhymes or repeated lines help them understand the meaning of the text. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.5	<ul style="list-style-type: none"> Understand story structure Understand the beginning of a story that introduces the characters and setting Understand how a theme, 		<ul style="list-style-type: none"> Identifying a Strong Beginning and Ending: Show students a passage. Have them decide if it has a strong beginning and ending. Make sure students support their

	setting, or plot develops <ul style="list-style-type: none"> Describe the actions that occur at the ending of the story Know that actions in the story help lead to a resolution 		answers by citing evidence from the passage. <ul style="list-style-type: none"> Have students complete a Story Map graphic organizer. Weekly and Module assessments from <i>Into Reading</i>.
RL.2.10	<ul style="list-style-type: none"> Recognize a variety of text (stories, poetry) Comprehend literature in grade 2-3 complexity band Read independently and proficiently in grade 2-3 complexity band Read text with multiple layers of meaning Read text with implicit and unconventional structures 	<ul style="list-style-type: none"> Direct Modeling SIFT Literary Analysis Strategy Reading Response Letters Talking Drawings The Hot Seat 	<ul style="list-style-type: none"> Running Records Reading Conferences Annotation Notation: Have students use symbols to annotate main idea, details and any other information to demonstrate comprehension of text. Weekly and Module assessments from <i>Into Reading</i>.
RI.2.1	<ul style="list-style-type: none"> Ask questions Answer who, what, where, when, why questions Understand key details Identify main ideas and key details within the text 	<ul style="list-style-type: none"> 3-2-1 Strategy Table-top Graphic Organizer Content Scramble Forensic Finds HIP CATAPULT TELL The COding Method Using Your Senses The THIEVES Mnemonic Concept Mapping 	<ul style="list-style-type: none"> Question Cubes: Give students cubes with the words: Who, What, WHen, Where , Why and How on each side. Students roll the cube and write a sentence using the question word they land on. Students design a questionnaire about the text with a partner. Exchange questionnaires with another partner group and answer the questions. Weekly and Module assessments from <i>Into Reading</i>.
RI.2.2	<ul style="list-style-type: none"> Identify main topic within a multi-paragraph text Identify the topic sentence of each paragraph in a text 		<ul style="list-style-type: none"> Students read a multi-paragraph informational text and locate repeated words or signal words within the text that identify the

		<ul style="list-style-type: none"> Determine how each paragraph supports the main topic being addressed by the author Identify main ideas, key details in a multi-paragraph text Identify main ideas, key details in a multi-paragraph text Understand how to recount details in a multi-paragraph text 		<p>main topic and the focus of the supporting paragraphs.</p> <ul style="list-style-type: none"> Main Idea Can: Each student has a cup or can. On the outside students attach a strip of paper with the main topic or idea. Students then write the focus for each paragraph of the text on a strip of paper and write the paragraph number on the back of each strip. Strips are then placed in the cup or can and can be shared with a partner or the class. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.3	<ul style="list-style-type: none"> Compare and contrast scientific ideas or concepts Demonstrate understanding of the sequence of historical events Comprehend and show understanding of the sequence of steps in a technical procedure Describe how one event, a scientific event, or step in a procedure influences another 		<ul style="list-style-type: none"> After reading a text with steps or procedures, have students list in order the steps to make the item. After reading books about historical events, have students create a timeline that includes events from all texts. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.4	<ul style="list-style-type: none"> Interpret words and phrases Identify and analyze figurative language Identify and analyze academic vocabulary/language Understand how word choice impact meaning 	<ul style="list-style-type: none"> Thinking about Vocabulary Text-Dependent Questions (TDQs) Text Cut and Paste Text Feature Checklist Book of Text Features THinking Aloud Script Writing Aunty Annie's Annotations Word Map 	<ul style="list-style-type: none"> During a Read Aloud or small group, stop and ask students the meaning of specific words or phrases in the text. Have students explain the context clues that helped them determine the meaning Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.5	<ul style="list-style-type: none"> Demonstrate understanding of text 		<ul style="list-style-type: none"> Text Feature Scavenger Hunt: Give

		<p>features: captions, bold print, subheadings, glossaries, electronic menus, icons and indexes</p> <ul style="list-style-type: none"> Identify and understand text structure impacts text features Understand how ideas develop in an informational text 		<p>students a list of features to look for in the text. Have students record the feature with the page number, and write each feature's purpose.</p> <ul style="list-style-type: none"> In a text, review the title, subheadings, bold words, and captions. Have students write on a sticky note what they think the passage is mainly about and a question they would like to have answered. Ask students questions about the text that require them to use text features. Have students explain what text feature they used and give the answer to the question. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.6	<ul style="list-style-type: none"> Identify the main purpose Identify the author's purpose Understand and explain how the main purpose is conveyed in a text 		<ul style="list-style-type: none"> On an index card, have students write the author's purpose of a text on one side. On the other side have students write an explanation that supports the author's purpose. Give students a description and ask them to orally provide the author's purpose and to explain their answers. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.7	<ul style="list-style-type: none"> Identify diverse forms of images Understand how diverse image formats clarify information in a text. 	<ul style="list-style-type: none"> Survey the Text Class Knowledge Main Point and Reasons Name the Graphical Devices 	<ul style="list-style-type: none"> Have students create a diagram and label it to show how something works. Have them describe how this supports the meaning of the

		<ul style="list-style-type: none"> Compare information read in the text and information gained from an image 	<ul style="list-style-type: none"> Main Topic and Support Text Comparison Video Comparison Cousin Venny's Pizza Diagram 	<p>text.</p> <ul style="list-style-type: none"> After reading an informational text, have students work in small groups to create a diagram that supports the text. Allow groups to share with the class. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.8	<ul style="list-style-type: none"> Be able to justify an author's main points Know how to link people and their ideas Know that an author writes to share what he/sh thinks Know that authors use details to help make a point Understand that authors try to explain their thinking Know that an author may have more than one reason to explain his thinking 		<ul style="list-style-type: none"> After reading an informational text, ask students to complete an exit ticket that identifies the key points. Ask students what reasons are in the text and how they support the key points. Have students complete a graphic organizer that identifies the author's key points and reasons. Weekly and Module assessments from <i>Into Reading</i>.
	RI.2.10	<ul style="list-style-type: none"> Read informational texts independently and proficiently Demonstrate comprehension of grade-level informational text Demonstrate comprehension of text at the higher end of the grade band with scaffolding Know how to use text feature to help comprehend informational text Know how to self-monitor for 	<ul style="list-style-type: none"> Book Talks Table of Content Predictions Create a KWHL Chart Create a KLEW Chart Five A's for Evaluating Informational Materials IEPC Foldable 	<ul style="list-style-type: none"> 3-2-1: Have students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered. Running Records Reading Conferences Weekly and Module assessments from <i>Into Reading</i>.

	understanding		
W.2.1	<ul style="list-style-type: none"> • Understand the concept of having an opinion • Ability to express orally an opinion, such as like or dislike of a chosen book or story, and support that opinion with a reason • Ability to write an opinion piece and provide a reason for that opinion • Know common organizational structures such as: cause/effect, chronological/sequential order, and problem/solution • Know what linking words are and how to use them when moving from one reason to another • Know that conclusions should restate, or sum up, the writing 	<ul style="list-style-type: none"> • Mentor Texts • Writer's Workshop • Anchor Charts • Conferring • Graphic Organizers • Shared/Interactive Writing • RAFT • Creating a Class Career Book • Write from Photos • Verbalize Text Before Writing • Empower • Heart Map • Writing Grab Bag • Sticky Notes 	<ul style="list-style-type: none"> • Essay Prompt • Checklist • Rubrics • Use Google Docs to provide feedback on students writing. • Weekly and Module assessments from <i>Into Reading</i>.
W.2.3	<ul style="list-style-type: none"> • Know that a narrative tells a story • Know that a narrative contains a beginning, middle and end • Understand who is telling the story • Use temporal words to move from one event to another • Use the character's words to help explain what is happening in the story • Understand story elements 		<ul style="list-style-type: none"> • Essay Prompt • Checklist • Rubrics • Use Google Docs to provide feedback on students writing. • Weekly and Module assessments from <i>Into Reading</i>.

	<ul style="list-style-type: none"> Understand dialoguing 		
SL.2.1	<ul style="list-style-type: none"> Teacher models and instructs active listening and staying on topic Be aware of topics/texts that are being discussed Know how to respond to the ideas of others in the group Use acceptable structures for building on the ideas of others Students will follow teacher directed rules for discussion Students will ask clarifying questions to elaborate on 2nd grade topics and/or text Know how to contribute to a conversation or discussion Know how to express ideas that are similar or different from those already expressed 	<ul style="list-style-type: none"> Sticky Note Conversations Talking Chips Talking Stick Literature Circles Conversation Station Morning Meeting/Closing Circle Hand Signals 	<ul style="list-style-type: none"> Jigsaw Groups: Assign groups of students to read different portions of a text and become experts of that section. Reassign students to new groups so that there are members that have read different sections of the text. Each student shares what they read so that all students have an understanding of the whole text. Checklist Rubrics
SL.2.2	<ul style="list-style-type: none"> Recognize the main ideas presented in text Recognize supporting details Understand visual, oral, and digital informational formats Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources 		<ul style="list-style-type: none"> Listening: Have students explain their answers and support it with evidence. Determine if there are any misconceptions. Checklist Rubrics
SL.2.3	<ul style="list-style-type: none"> Understand what is being said 		<ul style="list-style-type: none"> Ask clarifying questions to

	<ul style="list-style-type: none"> • Ask important questions • Answer important questions • Ask for more information • Realize that additional information is needed for understanding 		document student thinking <ul style="list-style-type: none"> • Checklist • Rubric
SL.2.4	<ul style="list-style-type: none"> • Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps • Understand organizational structure for presentation such as: chronologically, problem/solution, cause and effect, before and after • Know that stories are organized with a beginning, a middle, and an end • Understand that texts, or presentations, usually have a theme • Know that reports have an introduction, body with supporting details, and a conclusion • Understand that good presentation skills include speaking clearly, with good pacing, and making eye contact 	<ul style="list-style-type: none"> • Book Trailers • Images Talk 	<ul style="list-style-type: none"> • Have students create a short video or screen-casts where they retell a story or recount an experience. • Checklist • Rubrics
SL.2.5	<ul style="list-style-type: none"> • Understand how to use audio equipment • Understand voice, pitch and inflection • Create visual displays such as legends, charts, graphs, and display boards • Select stories or poems suitable for 		<ul style="list-style-type: none"> • Flipgrid • Screencast or Vidyad • Diorama • File Folders • Posters • Collage • Booklet • Checklist

	recording		<ul style="list-style-type: none"> • Rubrics
SL.2.6	<ul style="list-style-type: none"> • Understand different levels of speech styles • Recognize when formal or informal English is appropriate • Understand that informal speech is used when talking to friends • Use academic, content specific, vocabulary when presenting formally • Use complete sentences in formal presentations • Know that when constructing a formal response, Standard English grammar and language convention must be used 		<ul style="list-style-type: none"> • Presentations • Essays/Reports • Letter Writing • Exit Tickets • Checklist • Rubrics
L.2.1	<ul style="list-style-type: none"> • Know how to print legibly • Understand that there are special words used to define a collection of objects, people, or things (group, herd, school, etc) • Know how regular plurals are formed • Distinguish between a regular/irregular plural • Know that the subjects and predicates in a sentence can be moved and still make sense 	<ul style="list-style-type: none"> • Peer Editing • Sing • Anchor Charts • Human Adjective Bingo • Word Cards • Some Spice • Flip Books • Word Sorts • Mentor Sentences • What's in the Bag 	<ul style="list-style-type: none"> • Journals • Exit Tickets • Graphic Organizers • Quizzes • Weekly and Module assessments from <i>Into Reading</i>.
L.2.2	<ul style="list-style-type: none"> • Know the names of holidays that must be capitalized 		<ul style="list-style-type: none"> • Letter Writing • Dictionary Dig

	<ul style="list-style-type: none"> • Understand that product names are words like Nike, Xerox, Hershey, etc. • Know that names of countries, cities, states, lakes, and mountains are capitalized • Understand how to use commas in greetings and closings of letters • Understand that in a contraction, an apostrophe replaces missing letters • Use spelling patterns, word roots, affixes, and syllable construction • Use dictionaries, or digital media, to look for the correct spelling of a word 		<ul style="list-style-type: none"> • Quizzes • Weekly and Module assessments from <i>Into Reading</i>.
L.2.3	<ul style="list-style-type: none"> • Understand basic punctuation rules • Understand basic capitalization rules • Understand basic grammar rules • Recognize that words have differences, or shades of meaning • Know that punctuation, like commas, exclamations, and question marks, can be used for effect • Distinguish between situations that call for formal English and those where informal English is appropriate 	<ul style="list-style-type: none"> • Messages • Language Sort • Formalities • Anchor Chart • Mentor Sentences • Discuss Code-Switching • Letter Writing 	<ul style="list-style-type: none"> • Journals or notebook prompts • Quizzes • Exit tickets • Letter Writing • Weekly and Module assessments from <i>Into Reading</i>.
L.2.4	<ul style="list-style-type: none"> • Understand context clues help provide clues to word or phrase 	<ul style="list-style-type: none"> • Word Wheels • Shades of Meaning Anchor Chart 	<ul style="list-style-type: none"> • Graphic Organizer • Frayer Model

		meaning <ul style="list-style-type: none"> Identify the most common prefixes and roots Know how to use a textbook glossary Use a print or digital dictionary to locate definitions of key words or phrases Understand that sometimes two words can be combined to make a new word 	<ul style="list-style-type: none"> The Frayer Model Cloze Sentences/Passages Word Illustrations Semantic Maps Word Charades Word Wizard Word Connect Headbands 	<ul style="list-style-type: none"> Quizzes Weekly and Module assessments from <i>Into Reading</i>.
	L.2.5	<ul style="list-style-type: none"> Understand literal and nonliteral meanings Understand that words have shades or degrees of meaning Understand the connections between words and their use Understand shades of meaning, as it relates to state of mind, or degrees of certainty 		<ul style="list-style-type: none"> Graphic Organizers Exit Tickets Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer. Quizzes Weekly and Module assessments from <i>Into Reading</i>.
	L.2.6	<ul style="list-style-type: none"> Practice opportunities to hear words used in different contexts Acquire and use words that are basic to understanding a concept Determine which word best describes an action, emotion, or state of being Develop an amount of grade level academic words and phrases After hearing or reading a word in context, begin to use it in the spoken and written language 		<ul style="list-style-type: none"> Journal or notebook prompts Essays Exit Tickets Quizzes Weekly and Module assessments from <i>Into Reading</i>.

	<div data-bbox="149 240 352 1019"> RF.2.3 </div> <div data-bbox="352 240 898 1019"> <ul style="list-style-type: none"> • Understand that meaningful chunks can be added to words to change their meaning • Understand that prefixes are added to the beginning of the word • Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc. • Understand that suffixes are added to the ending of a word • Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>; <i>-ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word • Recognize common Latin suffixes, such as <i>-ment</i>; <i>-ation</i>, <i>-ly</i>; <i>-able/ible</i>; etc. • Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multisyllabic words • Know and read, fluently, regularly spelled words </div> <div data-bbox="898 240 1451 1019"> <ul style="list-style-type: none"> • Making Words • Word Chains • Sound/Spelling Cards and Sound Wall • Phonics Jeopardy • Word Sorts • Practice Making One Syllable Words • Student Record • Prefix and Suffix Flipbook • Elkonin Boxes </div> <div data-bbox="1451 240 1995 1019"> <ul style="list-style-type: none"> • Mini-whiteboards: Have students share their response to questions as the teacher records or makes note of their answer. • Chalkboard Splash: Have students respond to a prompt/question on the board at the same time. Discuss similarity and differences of responses and allow students to share evidence for their response. • Quizzes • Exit Tickets </div>
	<div data-bbox="149 1019 352 1403"> RF.2.4 </div> <div data-bbox="352 1019 898 1403"> <ul style="list-style-type: none"> • Set a purpose for reading • Use expression when reading • Use strategies for self-correction • Skim text to check for understanding • Scan text to confirm understanding • Re-read for fluency and comprehension • Self-monitor for understanding </div> <div data-bbox="898 1019 1451 1403"> <ul style="list-style-type: none"> • Audio-Assisted Reading • Repeated Oral Reading • Teacher-Assisted Reading • Readers' Theatre </div> <div data-bbox="1451 1019 1995 1403"> <ul style="list-style-type: none"> • Reading Conference • Running Record • Screencast • Flipgrid </div>

Standards in **bold** type are assessed in the *Into Reading* weekly and/or module assessments. Additional standards assessed on the module assessment will be reflected in week 3. * Indicates priority instructional content for 2nd grade.

Grading Period 4		Module 10 Week 1	Module 10 Week 2	Module 10 Week 3	Module 11 Week 1	Module 11 Week 2	Module 11 Week 3	Module 12 Week 1	Module 12 Week 2	Module 12 Week 3
Reading	Focus Standards	RL.2.1* RL.2.2 RL.2.10* RI.2.1* RI.2.4* RI.2.5 RI.2.7 RI.2.10*	RL.2.1* RL.2.3 RL.2.4* RL.2.10* RI.2.1* RI.2.2 RI.2.2 RI.2.4* RI.2.10*	RL.2.1* RL.2.4* RL.2.5 RI.2.1* RI.2.4* RI.2.6 RI.2.7 RI.2.10*	RL.2.10* RI.2.1* RI.2.2 RI.2.3 RI.2.4* RI.2.5 RI.2.5 RI.2.10*	RL.2.1* RL.2.4* RL.2.10* RI.2.1* RI.2.4* RI.2.6 RI.2.6 RI.2.8 RI.2.10*	RL.2.1* RL.2.10* RI.2.1* RI.2.2 RI.2.4* RI.2.5 RI.2.5 RI.2.8 RI.2.10*	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RL.2.5 RL.2.10* RI.2.10*	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RL.2.10* RI.2.10*	RL.2.1* RL.2.2 RL.2.3 RL.2.4* RL.2.10* RI.2.10*
	Supporting Standards	RL.2.3 RL.2.4* RI.2.2 RI.2.3	RL.2.2 RI.2.1 RI.2.3	RL.2.2 RL.2.10* RI.2.2 RI.2.3	RL.2.1* RL.2.2 RL.2.3 RL.2.4*	RL.2.2 RL.2.3 RI.2.2 RI.2.3	R.2.2 RL.2.3 RL.2.4*	RI.2.1* RI.2.2 RI.2.3 RI.2.4*	RI.2.1* RI.2.2 RI.2.3 RI.2.4*	RI.2.1* RI.2.2 RI.2.3 RI.2.4*
Writing	Focus Standards	W.2.1	W.2.1	W.2.1	W.2.3	W.2.3	W.2.3	W.2.1	W.2.1	W.2.1
	Supporting Standards	W.2.1 W.2.7 W.2.8*	W.2.5 W.2.8*	W.2.5 W.2.6 W.2.8*	W.2.4 W.2.8*	W.2.5 W.2.8*	W.2.6 W.2.8*	W.2.7 W.2.8*	W.2.7 W.2.5 W.2.8*	W.2.4 W.2.8*
Speaking and Listening	Focus Standards	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	SL.2.1* SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6
	Supporting Standards									

Language	Focus Standards	L.2.1 L.2.5* L.2.6*	L.2.1 L.2.5* L.2.6*	L.2.2 L.2.5* L.2.6*	L.2.1 L.2.2	L.2.1 L.2.2	L.2.1 L.2.4*	L.2.1 L.2.2	L.2.1 L.2.2	L.2.1 L.2.2
	Supporting Standards	L.2.3 L.2.4*	L.2.2 L.2.4*	L.2.3 L.2.4*	L.2.4* L.2.5* L.2.6*	L.2.4* L.2.5* L.2.6*	L.2.3 L.2.5* L.2.6*	L.2.4* L.2.5* L.2.6*	L.2.4* L.2.5* L.2.6*	L.2.4* L.2.5* L.2.6*
Foundational Skills	Focus Standards	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*	RF.2.3* RF.2.4*
	Supporting Standards									

Curriculum and Instruction Guides

Ohio's Learning Standards

- **CCS Clear Learning Targets**
 - [Reading Literature Strand](#)
 - [Reading Informational Strand](#)
 - [Writing Strand](#)
 - [Reading Foundations Strand](#)

Ohio Department of Education

- [Ohio's Model Curriculum with Instructional Supports](#)
- **English Language Arts Vertical Alignment**
 - [Reading Literature Strand](#)
 - [Reading Informational Strand](#)
 - [Writing Strand](#)
 - [Speaking and Listening Strand](#)
 - [Language Strand](#)
 - [Reading Foundations Strand](#)

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