

Curricular Framework English Language Arts-Grade 2

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3B,E RL.2.3 RI.2.5 RF.2.4A,B,C RL.2.5 RI.2.6 RL.2.7 RI.2.7 RL.2.10 RI.2.10	Primary Focus Standards: W.2.3 W.2.5 W.2.6	Primary Focus Standards: SL.2.1A,B,C SL.2.2 SL.2.6	Primary Focus Standards: L.2.1A,B,C L.2.2A,E L.2.3A L.2.4A,D,E L.2.5A L.2.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: <ul style="list-style-type: none"> • Narrative writing • Routine writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 2</u>	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,B,D RL.2.3 RI.2.3 RF.2.4A,B,C RL.2.4 RI.2.4 RL.2.5 RI.2.5 RL.2.7 RI.2.6 RL.2.10 RI.2.7 RI.2.10	Primary Focus Standards: W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.4 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1A,E,F L.2.2A,C,D,E L.2.3A L.2.4A,B,D,E L.2.5B L.2.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: <ul style="list-style-type: none"> • Informative/explanatory writing • Shared research writing • Routine writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
<u>Unit 3</u>	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,C,E RL.2.2 RI.2.2 RF.2.4A,B,C RL.2.4 RI.2.3 RL.2.6 RI.2.4 RL.2.9 RI.2.8 RL.2.10 RI.2.9 RI.2.10	Primary Focus Standards: W.2.1 W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.3 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1B,C,D,E,F L.2.2B,C,D,E L.2.3A L.2.4B,C,E L.2.5B L.2.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Informative/explanatory 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar,

Curricular Framework English Language Arts-Grade 2

Overview	Reading	Writing	Speaking and Listening	Language
		writing <ul style="list-style-type: none"> Shared research writing Routine writing 	discussion	usage, and mechanics when writing or speaking
<u>Unit 4</u>	Primary Focus Standards: RL.2.1 RI.2.1 RF.2.3A,C,D,E RL.2.2 RI.2.2 RF.2.4A,B,C RL.2.4 RI.2.3 RL.2.6 RI.2.4 RL.2.9 RI.2.8 RL.2.10 RI.2.9 RI.2.10	Primary Focus Standards: W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.2, SL.2.3 SL.2.5	Primary Focus Standards: L.2.1B,D,E,F L.2.2B,D,E L.2.3A L.2.4A,B,C,E L.2.5A,B L.2.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Shared research writing pieces Routine writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
Suggested Open Education Resources	Reading <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.jenniferserravallo.com/blog http://www.wegivebooks.org/books http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.lesterlaminack.com/blog.htm www.seymoursimon.com/index.php/blog https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 	Writing & Language <ul style="list-style-type: none"> http://readingandwritingproject.org/ http://www.schrockguide.net/ - http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	Speaking & Listening <ul style="list-style-type: none"> http://readingandwritingproject.org/ www.lindahoyt.com/tips.html 	Critical Thinking <ul style="list-style-type: none"> http://readingandwritingproject.org/ http://kylenebeers.com/blog/feed www.lindahoyt.com/tips.html www.seymoursimon.com/index.php/blog

Unit 1 Grade 2

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.2.1. Ask and answer such	RI.2.1. Ask and answer such questions	<ul style="list-style-type: none"> Create questions about an important idea within the text (using who, what, where

Curricular Framework English Language Arts-Grade 2

Unit 1 Grade 2

questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	when, why, and/or how) <ul style="list-style-type: none"> Respond to questions asked to demonstrate understanding of key details Utilize textual evidence to support thinking when asking and answering general questions
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.		<ul style="list-style-type: none"> Identify the characters in the story Identify key details in the story Consider how characters are involved in a story Analyze their reactions to story events Identify how the characters solve the problem
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	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.	RL.2.5: <ul style="list-style-type: none"> Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends Describe the parts of a story (beginning and end) Describe how the parts of the story build from beginning to end
		RI.2.5: <ul style="list-style-type: none"> Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information Identify which text features help you find important information about what you’re reading Determine how text features (e.g., subheadings, glossaries, bold print, etc) help you understand the text
	RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<ul style="list-style-type: none"> Determine the text’s main purpose according to what the author wants the reader to know
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.	RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RL.2.7: <ul style="list-style-type: none"> Utilize information from illustrations, pictures and words from print or digital text Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot
		RI.2.7: <ul style="list-style-type: none"> Utilize information from illustrations, diagrams or images from informational text. Explain how illustrations, diagrams or images clarify the text
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above , with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
RF.2.3. Know and apply grade-level phonics and word analysis skills in		<ul style="list-style-type: none"> Utilize strategies for decoding two-syllable words in texts

Curricular Framework English Language Arts-Grade 2

Unit 1 Grade 2

<p>decoding words. RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C) RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)</p>	<ul style="list-style-type: none"> Utilize strategies for decoding irregularly-spelled words in texts
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
<p>W.2.3. Write narratives in which they 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.</p>	<ul style="list-style-type: none"> Include an introduction statement Describe order of events using transition words (e.g. first, next, then, last) Choose descriptive words that match thinking, feelings, and actions Incorporate simple and compound sentence structures Use linking words (e.g., because, and, also) End with a closing statement
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.</p>	<ul style="list-style-type: none"> Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar Utilize conferences, checklist sheets, and peer editing Reflect on writing
<p>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.</p>	<ul style="list-style-type: none"> Publish writing both independently and with peers using digital tools Use keyboarding techniques
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1.A. Follow agreed-upon norms 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). SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> Participate in a variety of grade-appropriate, collaborative, rich, structured conversations Assume various roles in conversations (e.g., participant, leader, and observer) Use norms of conversations (e.g., eye contact, taking turns, etc) Connect comments to build on remarks of others Ask questions and further explanations about topics and/or texts
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> Demonstrate careful listening in order to describe or recount what is heard Describe key ideas or details from a text or presentation when presented orally
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language</p>	<ul style="list-style-type: none"> Articulate ideas (both verbally and in writing) using complete sentences and ideas Provide details or clarifications when speaking as requested

Curricular Framework English Language Arts-Grade 2

Unit 1 Grade 2

standards 1 and 3 here for specific expectations.)	
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1.A. Use collective nouns (e.g., group). L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).	<ul style="list-style-type: none"> Define and identify collective nouns in sentences Use collective nouns in student writing pieces Identify irregular plural nouns used when reading, writing or speaking Classify plural nouns as regular or irregular Form and use common irregular plural nouns Identify reflexive pronouns when reading, writing or speaking Classify pronouns as reflexive Accurately use reflexive pronouns when reading, writing or speaking
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2.A. Capitalize holidays, product names, and geographic names. L.2.2.E. Consult print and digital resources , including beginning dictionaries, as needed to check and correct spellings.	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization when writing Utilize reference materials and resources to correct one’s own spelling
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A. Compare formal and informal uses of English	<ul style="list-style-type: none"> Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal 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. L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<ul style="list-style-type: none"> Use context clues to determine or clarify the meaning of unknown and multiple-meaning words Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
L.2.5. Demonstrate understanding of word relationships and nuances in word meanings. L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	<ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings Identify the connections of words to real-life experiences
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).	<ul style="list-style-type: none"> Show understanding of newly acquired vocabulary (gathered from discussions as well as text) Make purposeful language choices to communicate in an effective way Utilize adjectives and adverbs to describe where necessary
Unit 1 Grade 2 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan

Curricular Framework English Language Arts-Grade 2

Unit 1 Grade 2

<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>		<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
District/School Texts		District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>		<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>
District/School Writing Tasks		
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars		
<i>This is a place to capture examples of standards integration and instructional best practices.</i>		

Unit 2 Grade 2

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> Utilize textual evidence to support thinking when asking and answering general questions Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RL.2.3: <ul style="list-style-type: none"> Identify the characters in the story Identify key details in the story Consider how characters are involved in a story Analyze their reactions to story events Identify how the characters solve a problem or challenges

Curricular Framework English Language Arts-Grade 2

Unit 2 Grade 2

		<p>RI.2.3:</p> <ul style="list-style-type: none"> Identify how different historical events, scientific ideas, or “how to” procedures link together in a text Identify text details, events, or ideas that are chronological or sequential Retell chronological or sequential text details in the appropriate order Compare and contrast ideas from the text
<p>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.</p>	<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<ul style="list-style-type: none"> Analyze how words and phrases provide meaning to a poem, story, or song Identify the parts of the poem that rhyme Identify the parts of the poem that show the beat Determine which part shows alliteration Define words and phrases specific to grade 2
<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p>	<p>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.</p>	<p>RL.2.5:</p> <ul style="list-style-type: none"> Examine the story’s structure, identifying the introduction as the beginning and the conclusion where action ends Describe the parts of a story (beginning and end) Describe how the parts of the story build from beginning to end
		<p>RI.2.5:</p> <ul style="list-style-type: none"> Identify captions, glossaries, subheadings, bold print, electronic menus, icons, etc. to analyze text information Identify which text features helps clarify important information about what is being read Determine how text features (e.g., subheadings, glossaries, bold print, etc) clarify understand the text
	<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> Determine the text’s main purpose according to what the author wants the reader to know
<p>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.</p>	<p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RL.2.7:</p> <ul style="list-style-type: none"> Utilize information from illustrations, pictures and words from print or digital text Explain how the illustration, pictures and words provide a clearer understanding of character, setting, and plot
		<p>RI.2.7:</p> <ul style="list-style-type: none"> Utilize information from illustrations, diagrams or images from informational text. Explain how illustrations, diagrams or images clarify the text
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<ul style="list-style-type: none"> Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band

Curricular Framework English Language Arts-Grade 2

Unit 2 Grade 2

scaffolding as needed.	
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) RF.2.3.B. Decode regularly spelled two-syllable words with long vowels. (due to standard realignment, formerly RF.2.3.C) RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3.E)	<ul style="list-style-type: none"> Identify typical vowel combinations Demonstrate ability to pronounce and spell words with vowel teams Utilize strategies for decoding two-syllable words in texts Utilize strategies for decoding irregularly spelling-sound correspondence words in texts
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	<ul style="list-style-type: none"> Gather facts, choose best facts to use, and present facts in a clear sequence Include an introductory statement Describe order of events using transition words (e.g. first, next, then, last) Incorporate facts and definitions Use linking words (e.g., because, and, also) End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	<ul style="list-style-type: none"> Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar Utilize conferences, checklist sheets, and peer editing Reflect on writing
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.	<ul style="list-style-type: none"> Publish writing both independently and with peers using digital tools Use keyboarding techniques
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).	<ul style="list-style-type: none"> Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question Take notes
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> Participate in a variety of grade-appropriate, collaborative, rich, structured conversations

Curricular Framework English Language Arts-Grade 2

Unit 2 Grade 2

<p>SL.2.1.A. Follow agreed-upon norms 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).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> • Demonstrate storytelling techniques • Report relevant facts and details about experience • Provide clear thoughts and emotion
<p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details
<p>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 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.1.A. Use collective nouns (e.g., group).</p> <p>L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1.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).</p>	<ul style="list-style-type: none"> • Define and identify collective nouns in sentences • Articulate the purpose and use of collective nouns • Use collective nouns in student writing, not in isolation • Define and identify adjectives and adverbs when reading, writing or speaking • Classify adjectives and adverbs in sentences when reading and writing • Use adjectives and adverbs to appropriately modify words in the sentence • Define and identify simple and compound sentences when reading and writing • Classify sentences as simple or compound
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.A. Capitalize holidays, product names, and geographic names.</p> <p>L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization when writing • Define and identify apostrophes in writing • Articulate the purpose and use of apostrophes • Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one's own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> • Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning</p>	<ul style="list-style-type: none"> • Use context clues to determine or clarify the meaning of unknown and multiple-

Curricular Framework English Language Arts-Grade 2

Unit 2 Grade 2

<p>words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.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).</p> <p>L.2.4.D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>meaning words</p> <ul style="list-style-type: none"> • Use compound word analysis to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
<p>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).</p>	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary

Unit 2 Grade 2 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>
District/School Texts	District/School Supplementary Resources
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>

District/School Writing Tasks

<p>Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p>	<p>Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p>	<p>Routine Writing <i>This is daily writing or writing that is done several times over a week.</i></p>
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Curricular Framework English Language Arts-Grade 2

Unit 2 Grade 2

Unit 2 Grade 2		
Instructional Best Practices and Exemplars		
<p><i>This is a place to capture examples of standards integration and instructional best practices.</i></p>		

Unit 3 Grade 2

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> Utilize textual evidence to support thinking when asking and answering general questions Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <ul style="list-style-type: none"> Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables Determine what lesson of the story
		RI.2.2: <ul style="list-style-type: none"> Identify the main idea and overall focus of a multi-paragraph text Determine the main idea of the text Determine the important ideas in the text Determine the details that lead to the main idea
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> Identify how different historical events, scientific ideas, or “how to” procedures link together in a text Identify text details, events, or ideas that are chronological or sequential Retell chronological or sequential text details in the appropriate order Compare and contrast ideas from the text
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.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> Analyze how words and phrases provide meaning to a poem, story, or song Identify the parts of the poem that rhyme Identify the parts of the poem that show the beat Determine which part shows alliteration Define words and phrases specific to grade 2
RL.2.6. Acknowledge differences in the points of view of characters,		<ul style="list-style-type: none"> Recognize that characters have different points of view Determine how the characters think/feel about the events

Curricular Framework English Language Arts-Grade 2

Unit 3 Grade 2		
including by speaking in a different voice for each character when reading dialogue aloud.		<ul style="list-style-type: none"> Identify any characters that have similar thinking Consider the character’s voice when reading out loud Describe why a character has a different point of view in a story
	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> Identify the main points in a text Identify reasons that the authors uses to support the main points in a text Evaluate how or why the author uses the reasons to support the main points in a text
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.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9: <ul style="list-style-type: none"> Identify similarities and differences of events in different versions of the same story Identify similarities and differences in characters in different versions of the same story
		RI.2.9: <ul style="list-style-type: none"> Identify the most important points in the text Find similarities and differences in those points when reading texts on the same topic
RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above , with scaffolding as needed.	RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.	<ul style="list-style-type: none"> Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B) RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3.D) RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3.F)		<ul style="list-style-type: none"> Identify typical vowel combinations Demonstrate ability to pronounce and spell words with vowel teams Utilize strategies for decoding words with affixes in texts Utilize strategies for decoding irregularly-spelled words in texts Determine if the word looks and sounds right and makes sense Search for chunks and say them Focus on the beginning and/or end of the word and try again, when having difficulty
RF.2.4. Read with sufficient accuracy and fluency to support comprehension. RF.2.4.A. Read grade-level text with purpose and understanding. RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and		<ul style="list-style-type: none"> Include an introduction statement State opinion and reasons that support the opinion

Curricular Framework English Language Arts-Grade 2

Unit 3 Grade 2	
provide a conclusion .	<ul style="list-style-type: none"> • Incorporate simple and compound sentence structures • Use linking words (e.g., because, and, also) • Describe order of events using transition words (e.g. first, next, then, last) • Choose descriptive words that match thinking, feelings, and actions • End with a closing statement
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	<ul style="list-style-type: none"> • Gather facts, choose best facts to use, and present facts in a clear sequence • Include an introductory statement • Describe order of events using transition words (e.g. first, next, then, last) • Incorporate facts and definitions • Use linking words (e.g., because, and, also) • End with a closing statement
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing .	<ul style="list-style-type: none"> • Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing
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.	<ul style="list-style-type: none"> • Publish writing both independently and with peers using digital tools • Use keyboarding techniques
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).	<ul style="list-style-type: none"> • Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question • Take notes
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.1.A. Follow agreed-upon norms 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).</p> <p>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts
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.	<ul style="list-style-type: none"> • Ask questions about what a speaker is saying to clarify, gather or deepen understanding • Answer questions in order to clarify or gain further information
SL.2.5. Use multimedia ; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details

Curricular Framework English Language Arts-Grade 2

Unit 3 Grade 2	
<p>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 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Articulate ideas (both verbally and in writing) using complete sentences and ideas • Provide details or clarifications when speaking as requested
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 20px;">L.2.1.C. Use reflexive pronouns (e.g., myself, ourselves).</p> <p style="padding-left: 20px;">L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p style="padding-left: 20px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p style="padding-left: 20px;">L.2.1.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).</p>	<ul style="list-style-type: none"> • Identify irregular plural nouns used when reading, writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns when writing or speaking • Identify reflexive pronouns when reading, writing or speaking • Classify pronouns as reflexive • Accurately use reflexive pronouns when writing or speaking • Identify irregular verbs in the past tense used when writing or speaking • Classify verbs in the past tense as regular or irregular • Form and use common irregular verbs in the past tense when writing or speaking • Define and identify adjectives and adverbs when reading, writing or speaking • Classify adjectives and adverbs in sentences • Use adjectives and adverbs to appropriately modify words in the sentence when writing or speaking • Define and identify simple and compound sentences when reading • Classify sentences as simple or compound • Expand and rearrange complete, simple and compound sentences when writing and speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.2.2.B. Use commas in greetings and closings of letters.</p> <p style="padding-left: 20px;">L.2.2.C. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p style="padding-left: 20px;">L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p style="padding-left: 20px;">L.2.2.E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Define and identify greetings and closings in letters (salutation) • Use commas appropriate to offset greetings and closings in letters • Define and identify apostrophes when reading and writing • Articulate the purpose and use of apostrophes • Demonstrate command of the conventions of standard English using apostrophes for contractions and possession when writing • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 20px;">L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> • Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>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.</p> <p style="padding-left: 20px;">L.2.4.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).</p>	<ul style="list-style-type: none"> • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and

Curricular Framework English Language Arts-Grade 2

Unit 3 Grade 2		
<p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>multiple-meaning words</p>	
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives 	
<p>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).</p>	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) • Make purposeful language choices to communicate in an effective way • Utilize adjectives and adverbs to describe where necessary 	
Unit 3 Grade 2 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>	
District/School Texts	District/School Supplementary Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p>	
District/School Writing Tasks		
Primary Focus	Secondary Focus	Routine Writing
<p><i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p>	<p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p>	<p><i>This is daily writing or writing that is done several times over a week.</i></p>
Instructional Best Practice and Exemplars		
<p><i>This is a place to capture examples of standards integration and instructional best practices.</i></p>		

Curricular Framework English Language Arts-Grade 2

Unit 4 Grade 2

Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> Utilize textual evidence to support thinking when asking and answering general questions Create questions about an important idea within the text (using who, what, where when, why, and/or how)
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/ theme , lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	RL.2.2: <ul style="list-style-type: none"> Retell stories and determine the central message found in literature from diverse cultures, including folktales and fables. Determine what lesson is the story teaching
		RI.2.2: <ul style="list-style-type: none"> Identify the main idea and overall focus of a multi-paragraph text Determine the main idea of the text Determine the important ideas in the text Determine the details that lead to the main idea
	RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<ul style="list-style-type: none"> Identify how different historical events, scientific ideas, or “how to” procedures link together in a text Identify text details, events, or ideas that are chronological or sequential Retell chronological or sequential text details in the appropriate order Compare and contrast ideas from the text
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.	RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<ul style="list-style-type: none"> Analyze how words and phrases provide meaning to a poem, story, or song Identify the parts of the poem that rhyme Identify the parts of the poem that show the beat Determine which part shows alliteration Define words and phrases specific to grade 2
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		<ul style="list-style-type: none"> Recognize that characters have different points of view Determine how the characters think/feel about the events Identify any characters that have similar thinking Consider the character’s voice when reading out loud Describe why a character has a different point of view in a story
	RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<ul style="list-style-type: none"> Identify the main points in a text Identify reasons that the authors uses to support the main points in a text Evaluate how or why the author uses the reasons to support the main points in a text
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.	RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	RL.2.9: <ul style="list-style-type: none"> Identify similarities and differences of events in different versions of the same story Identify similarities and differences in characters in different versions of the same story

Curricular Framework English Language Arts-Grade 2

Unit 4 Grade 2		
		<p>RI.2.9:</p> <ul style="list-style-type: none"> Identify the most important points in two different texts on the same topic Find similarities and differences in those points when reading texts on the same topic
<p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above, with scaffolding as needed.</p>	<p>RI.2.10. Read and comprehend informational texts, at grade level text complexity band proficiently, with scaffolding as needed.</p>	<ul style="list-style-type: none"> Demonstrate good reading habits Read various types of texts proficiently, independently, and closely within the grades 2-3 complexity band
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.2.3.A. Know spelling-sound correspondences for common vowel teams. (due to standard realignment, formerly RF.2.3.B)</p> <p>RF.2.3.C. Decode words with common prefixes and suffixes. (due to standard realignment, formerly RF.2.3D)</p> <p>RF.2.3.D. Identify words with inconsistent but common spelling-sound correspondences. (due to standard realignment, formerly RF.2.3E)</p> <p>RF.2.3.E. Recognize and read grade-appropriate irregularly spelled words. (due to standard realignment, formerly RF.2.3F)</p>		<ul style="list-style-type: none"> Identify typical vowel combinations Demonstrate ability to pronounce and spell words with vowel teams Utilize strategies for decoding words with affixes in texts Utilize strategies for decoding irregularly spelling-sound correspondence words in texts Utilize strategies for decoding irregularly-spelled words in texts Determine if the word looks and sounds right and makes sense Search for chunks and say them Focus on the beginning and/or end of the word and try again, when having difficulty
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.2.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p>		<ul style="list-style-type: none"> Include an introduction statement State opinion and reasons that support the opinion Incorporate simple and compound sentence structures Use linking words (e.g., because, and, also) Describe order of events using transition words (e.g. first, next, then, last) Choose descriptive words that match thinking, feelings, and actions End with a closing statement
<p>W.2.3. Write narratives in which they 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.</p>		<ul style="list-style-type: none"> Incorporate simple and compound sentence structures Use linking words (e.g., because, and, also) Include an introduction statement End with a closing statement Describe order of events using transition words (e.g. first, next, then, last)

Curricular Framework English Language Arts-Grade 2

Unit 4 Grade 2	
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.	<ul style="list-style-type: none"> • Choose descriptive words that match thinking, feelings, and actions • Revise and edit with assistance for appropriate word choice, sentence structure, spelling, punctuation, and grammar • Utilize conferences, checklist sheets, and peer editing • Reflect on writing
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.	<ul style="list-style-type: none"> • Publish writing both independently and with peers using digital tools • Use keyboarding techniques
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).	<ul style="list-style-type: none"> • Understand their role as part of a team and the work they are required to accomplish
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Read information provided by teacher (words, pictures, digital sources) and/or use background knowledge to select key pieces of information that pertain to the research question • Take notes
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">SL.2.1.A. Follow agreed-upon norms 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).</p> <p style="padding-left: 20px;">SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p style="padding-left: 20px;">SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in a variety of grade-appropriate, collaborative, rich, structured conversations • Assume various roles in conversations (e.g., participant, leader, and observer) • Use norms of conversations (e.g., eye contact, taking turns, etc) • Connect comments to build on remarks of others • Ask questions and further explanations about topics and/or texts
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Demonstrate careful listening in order to describe or recount what they heard
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.	<ul style="list-style-type: none"> • Ask questions and understand and answer questions asked of them in order to clarify or gain further information
SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Utilize digital media to enhance ideas for meaning • Create visuals that emphasize chosen facts or details
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.2.1.B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p style="padding-left: 20px;">L.2.1.D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p style="padding-left: 20px;">L.2.1.E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<ul style="list-style-type: none"> • Identify irregular plural nouns used when writing or speaking • Classify plural nouns as regular or irregular • Form and use common irregular plural nouns when reading and speaking • Identify irregular verbs in the past tense used when writing or speaking • Classify verbs in the past tense as regular or irregular • Form and use common irregular verbs in the past tense when writing or speaking • Define and identify adjectives and adverbs when reading

Curricular Framework English Language Arts-Grade 2

Unit 4 Grade 2

<p>L.2.1.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).</p>	<ul style="list-style-type: none"> • Classify adjectives and adverbs in sentences • Use adjectives and adverbs to appropriately modify words in the sentence when writing and speaking • Define and identify simple and compound sentences when reading • Classify sentences as simple or compound • Use simple and compound sentences when writing or speaking • Expand and/or rearrange simple and compound sentence when writing and speaking
<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.2.B. Use commas in greetings and closings of letters.</p> <p>L.2.2.D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>L.2.2.E. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> • Use commas appropriate to offset greetings and closings in letters • Identify common spelling patterns • Utilize common spelling patterns when writing • Utilize reference materials and resources to correct one’s own spelling
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.2.3.A. Compare formal and informal uses of English</p>	<ul style="list-style-type: none"> • Compare writing styles and effects of language within various genres and multiple author examples to better understand the differences between formal and informal English
<p>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.</p> <p>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.2.4.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).</p> <p>L.2.4.C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L.2.4.E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none"> • Use context clues to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of prefixes to determine or clarify the meaning of unknown and multiple-meaning words • Use knowledge of root words to determine or clarify the meaning of unknown and multiple-meaning words • Use reference materials to determine or clarify the meaning of unknown and multiple-meaning words
<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.2.5.B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by connecting words to real-life experiences • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by examining shades of meaning of verbs and adjectives
<p>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).</p>	<ul style="list-style-type: none"> • Show understanding of newly acquired vocabulary (gathered from discussions as well as text) when writing and speaking • Make purposeful language choices to communicate in an effective way when writing and speaking

Curricular Framework English Language Arts-Grade 2

Unit 4 Grade 2

- Utilize adjectives and adverbs to describe where necessary when writing and speaking

Unit 4 Grade 2 What This May Look Like

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i>		<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>	
District/School Texts		District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i>		<i>Districts or schools choose supplementary resources that are not considered “texts.”</i>	
District/School Writing Tasks			
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>	
Instructional Best Practices and Exemplars			
<i>This is a place to capture examples of standards integration and instructional best practices.</i>			