



OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

Grade Level(s): 2

Content Area and/or Course Title: Reading

| Unit Title | Time/Term | Focus Standards and Unit Outcomes |
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| Readers build Good Habits | 3 weeks | RL.2.1. - Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| Reader's Understand and Retell What They Have Read | 4 weeks | RF.2.3. - Students know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4. - Students read with sufficient accuracy and fluency to support comprehension RL.2.2. - Students recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3. - Students describe how characters in a story respond to major events and challenges. RL.2.7. - Students 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. - Students explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| Reader's Think and Talk About Books | 5 weeks | RL.2.1. - Students 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. - Students recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.2.1. - Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.1. - Students participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |

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| Readers Read to Learn (nonfiction text) | 4 weeks | <p>RI.2.1. - Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text</p> <p>RI.2.2. - Students identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. - Students describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4. - Students determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. - Students 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>RI.2.6. - Students identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7. - Students explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8. - Students describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9. - Students compare and contrast the most important points presented by two texts on the same topic.</p> |
| Reader's Use Lots of Strategies to Understand Text | 3 weeks | <p>RF.2.4. - Students read with sufficient accuracy and fluency to support comprehension</p> <p>RL.2.1. - Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2. - Students recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> |
| Readers Explore Different Genres | 4 weeks | <p>RL.2.2. - Students recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.4. - Students 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>RL.2.5. - Students describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action</p> <p>RL.2.9. - Students compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RL.2.10. - By the end of the year, students 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.</p> |
| Readers Explore Characters in Stories | 8 weeks | <p>RL.2.3. - Students describe how characters in a story respond to major events and challenges.</p> |

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| | | <p>RL.2.6. - Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. - Students 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>RL.2.9. - Students compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> |
| Readers Make Plans for Their Reading Lives | 2 weeks | <p>RL.2.10. - By the end of the year, students 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.</p> <p>RI.2.10. - By the end of year, students 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.</p> |