Grade: 2
Course: ELA Knowledge

Year: 2024

Unit 1: Fairy Tales and Tall Tales
Essential Question: How are characteristics of fairy tales and tall tales the same and different? What was the American Frontier like and what kinds of occupations did people have back then?
Big Idea: ● Fairy Tales and Tall Tales lay the foundation of understanding stories in future grades. Big Idea: ● Fairy Tales is a continuation and deepening of prior knowledge about the genre and will allow for a greater understanding of story grammar.
Big Idea: ● Tall Tales introduces students to the setting of the American frontier and some of the occupations there.
Unit Vocabulary: Lesson 1 charming displeases enchanted hesitated might Lesson 4 constant despite determined sorrowful Lesson 7 challenge compete feats solution steam Lesson 2 curious ignorant inspect intelligent Lesson 5 admiration colossal frontier inseparable Lesson 8 mounted legendary passengers pride Lesson 3 astonished fearsome fortune merchant Lesson 6 energy persuaded relaxed tamed

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Communication
Growth Mindset
Critical & Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
8 days	**Reading Content Statement -**			
	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.2.6** 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.	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in Fairy Tales and Tall Tales.	*Literature*: ● *John Henry vs the Mighty Steam Drill* ● *Davy Crockett and the Great Mississippi Snag* ● *Pecos Bill* ● *Miss Sally Ann and the Panther* ● *Chicken Little* ● *Anasi the Spider* ● *A Bean, A Stalk and a Boy Named Jack* ● *Goldilocks and the Three DInosaurs* ● *Redlocks and the Three Bears* *Internet Resources:* *2nd_Knowledge_Domain1_Interacti…* *(writing)* *CKLA G2 Resources* *(writing)* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*
	Writing Content Statement -			
	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.2.7** 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.	Plan, draft, and edit 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 concluding statement or section and/or Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title,	

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		setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure	
	Speaking and Listening Language Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others. **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.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **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.) **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **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.2.4a .** Use sentence-level context as a clue to the meaning of a word or phrase. **L.2.4b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **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).	Teacher observations throughout the unit.	

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Unit 2: ELA Knowledge Early Asian Civilizations
Essential Questions: How did landforms and religion help form early India and China? What were some of the major contributions from early Chinese civilization?
Big Idea: ● India and China, the two most populous countries in Asia, were able to form because of mighty rivers.
Big Idea: ●Hinduism and Buddhism, two religions in India, were major forces that shaped early Indian civilization.
Big Idea: ● The early Chinese civilization provided many contributions to the world, including paper, silk, and the Great Wall of China.
Vocabulary: Lesson 1 common cultivate fertile Indus River irrigation canals Lesson 6 archer custom Diwali prosperity Lesson 11 barriers emerge plunged trade Lesson 2 bustling nestles recede source Lesson 7 Buddhism conquer suffering venture Lesson 12 defense intervals span transport Lesson 3 existence Hinduism represents sacred Lesson 8 plateaus silt sorrow Yangtze River Yellow River Lesson 13 eager example sages Lesson 4 contrary devour distracted pious unjust Lesson 9 character durable remarkable Lesson 14 adhering banished grudges prosperous Lesson 5 bawl grope marvel observation resembles Lesson 10 cork praise regret scowl

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

I find it interesting that groups of people believe different things and live their daily lives in different ways.

Connection to Vision of a Lakewood Ranger

Global Awareness
Communication
Critical and Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we 2now if they learned this skill?	Resources Options
14 days				
	Reading Content Statement -			
	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.2.6** IDistinguish 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.2.10** 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. **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 multi-paragraph text. b. Identify the focus of specific paragraphs within the text	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in Early Asian Civilizations.	*Literature:* ● *Eyes That Kiss in the Corners* ● *Dear Juno* ● *Suki's Kimono* ● *Mama's Saris* ● *Ling and Ting, Not Exactly the Same* ● *The Most Beautiful Thing* ● *Yasmin series* ● *Asian Americans Who Inspire Us* ● *Ganesha's Sweet Tooth* ● *Monsoon Afternoon* ● *Indian Children's Favorite Stories* ● *Gobble You Up* *Internet Resources:* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*

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	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.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **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 Content Statement -		
	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.2.7** 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.	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	
	Speaking and Listening **Language Content Statement -**		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others. **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.2.6 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.) **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Teacher observations throughout the unit.	

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	L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) **L.2.1d** Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **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.2.4b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). **L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5a** . Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **L.2.5b .** 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).		

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Unit 3: The Ancient Greek Civilization Essential Questions: What contributions do we have today that came from Ancient Greek Civilization? Big Idea: ● Ancient Greek civilization contributed to many areas of our lives today. Big Idea: ● Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own and other governments. Big Idea: ● Great philosophers, gods and goddesses, the Olympic games, significant battles, and the conquests of Alexander the Great all added to the importance of the ancient Greeks. Vocabulary: Lesson 1 boundaries contributions independently rugged unique Lesson 5 conquest council permanently self-discipline Spartan Lesson 9 channel defeating deserted fate prefer Lesson 2 delightfully longingly massive messenger summoned Lesson 6 blessing ideal ignite overjoyed swiftly Lesson 10 affection astonishing marvelous philosopher proof Lesson 3 dedicate grove mission spectacle Lesson 7 achieve architecture assembly debated democracy Lesson 11 ambitious devoted retreat tame Lesson 4 compete determination grand sacred victory Lesson 8 avoid marathon mercy purposely tribute Lesson 12 attention flung invader proclaimed

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	I find it interesting that groups of people believe different things and live their daily lives in different ways.
Connection to Vision of a Lakewood Ranger	Critical and Creative Thinking Global Awareness Communication Growth Mindset

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
12 days				
	Reading Content Statement -			
	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.2.5**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.2.10** 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. **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a tex **RI.2.2** Analyze informational text development. a. Identify the main topic of a multi-paragraph text. b. Identify the focus of	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in The Ancient Greek Civilization.	*Literature:* ● *The Corinthian Girl* ● *So You Think You've Got it Bad? A Kid's Life in Ancient Greece* ● *The Ancient Olympic Games* ● *Explore Ancient Greece* *Internet Resources:* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*

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	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.2.7** 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 Content Statement -		
	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.2.3** 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.	Plan, draft, and edit 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 concluding statement or section. and/or Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure.	
	Speaking and Listening Language Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a.** 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). **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	Teacher observations throughout the unit.	

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	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.2.6** 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.) 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.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition,additional) L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5b 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).		

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Unit 4: Greek Myths
Essential Questions: What is a myth? What are the characteristics of Greek Gods and Goddesses that we reference today from Greek Mythology?
Big Idea: ● Ancient Greeks worshiped many gods and goddesses
Big Idea: ● A myth is a fictional story, once thought to be true, that tried to explain mysteries of nature and humankind
Big Idea: ● References to Greek mythology are still culturally relevant today, and give students a frame of reference with which to understand literary allusions and the meanings of common words and phrases.
Vocabulary: Lesson 1 glimpse sanctuary securely spectators tending Lesson 5 convinced labyrinth sneered unraveling vaulted Lesson 9 encountering insisted posed Lesson 2 amusing foresight hindsight ridiculous terrifying Lesson 6 currents desperately plummeted proof sill Lesson 10 resist skilled terms tremendously Lesson 3 bountifully despair pine retrieve spirited Lesson 7 aimlessly commotion dreadful Lesson 4 arachnids flattered stern superior Lesson 8 accurate guidance immeasurable reputation trample

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Identify how certain actions can impact others

Connection to Vision of a Lakewood Ranger

Critical and Creative Thinking
Global Awareness
Critical and Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
10 days				
	Reading Content Statement -			
	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.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **RL.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **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 the most important points presented by two texts on the same topic. **RL.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	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. PartsII and III of the assessment address the core content targeted in Greek Myths.	*Literature:* ● *Beasts of Olympus; Beast Keepers* ● *Icarus was Ridiculous* ● *The Orchard Book of Greek Myths* ● *Explore Greek Myths* ● *Treasury of Greek Mythology* *Internet Resources:* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*
	Writing Content Statement -			
	W.2.3 Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts,	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters,		

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	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.2.8** Recall information from experiences or gather information from provided sources to answer a question.	and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure	
	Speaking and Listening Language Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **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.2.4** 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.) L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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).	Teacher observations throughout the unit.	

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Unit 5: The War of 1812
Essential Question: What was the War of 1812 and how was America impacted/changed because of it?
Big Idea: ● The War of 1812 is best remembered as the war that gave birth to "The Star-Spangled Banner."
Big Idea: ● It is often called America's second war for independence.
Big Idea: ● The United States was greatly affected by the Napoleonic Wars between France and Great Britain.
Big Idea: ● This domain builds the foundation for learning about westward expansion, the U.S. Civil War, and immigration later this year.
Vocabulary: Lesson 1 blockaded represent seize trade Lesson 4 assumptions economy launch surrender vulnerable Lesson 7 astonished retreated strategically truce Lesson 2 abandon committee patience suspicious treaty Lesson 5 canvas delicate perched quench Lesson 8 ancestors dejected jubilant navigator patriots Lesson 3 citizen govern looming magnificent topics Lesson 6 confident fort inspired port withdrew

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

I want to know about other people and how our lives and experiences are the same and different.
I know some true stories about how people have been treated badly because of their group identities, and I don't like it..
Identify how certain actions can impact others.

Connection to Vision of a Lakewood Ranger

Communication, Creative and Critical Thinking, Empathy, Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students 2now and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
8 days				
	Reading Content Statement -			
	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 multi-paragraph 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.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **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.	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in The War of 1812.	*Literature:* ● *A More Perfect Union* ● *The Battle of New Orleans: A Drummer's Story* ● *The Biggest (and best) Flag That Ever Flew* ● *The Flag Maker* ● *The Star Spangled Banner* ● *The Sisters of Scituate Light* ● *We the Kids* *Internet Resources:* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*
	Writing Content Statement -			
	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	Plan and/or draft, and edit an opinion piece in which they introduce a topic, state an opinion,		

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	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.2.7** 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.	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 and/or Plan and/or draft, and edit an informative/ explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	
	Speaking and Listening Language Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **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.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **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.) **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. **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.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase. **L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5a . I**dentify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **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).	Teacher observations throughout the unit.	

Grade: 2
Course: ELA Knowledge

Year: 2024

Unit 6: Cycles in Nature
Essential Questions: What is a cycle? What kinds of cycles are found in nature and how are they interconnected?
Big Idea: ● Nature has many natural cycles that make life on Earth possible.
Big Idea: ● Seasonal cycles, flowering plants and trees, animal life cycles, and the water cycle are a few examples of natural cycles.
Big Idea: ● Natural cycles are interconnected, and a change in one cycle often affects the cycles of many.
Vocabulary: Lesson 1 axis cycle rotating stage thrive Lesson 4 attracted emerge pollinators protective reproduce Lesson 7 amphibian burrow gills lungs metamorphosis Lesson 2 equator hemisphere revolves tilt Lesson 5 decomposers dependent flexible germination mature Lesson 8 larva molt transparent Lesson 3 absorbed adapt migrate minimum photosynthesis Lesson 6 albumen embryo fertilize replenished yolk Lesson 9 condensation evaporation humidity precipitation recycled

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Identify a problem or needed decision and recognize that there may be multiple responses.

Connection to Vision of a Lakewood Ranger

Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
9 days				
	Reading Content Statement:			
	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.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area **RL.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. **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 multi-paragraph 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.2.6 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.	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in Cycles in Nature.	*Literature:* ● *Four Seasons Make a Year* ● *Earth Cycles* ● *How Do Birds Find Their Way?* ● *Red Leaf, Yellow Leaf* ● *What Makes Day and Night* ● *From Caterpillar to Butterfly* ● *From Seed to Plant* ● *From Seed to Sunflower* ● *A Log's Life (part of Holden science)* ● *Monarch Butterfly* *Internet Resources:* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*

Grade: 2
Course: ELA Knowledge

Year: 2024

	Writing Content Statement:		
	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.2.7** 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.	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	
	Speaking and Listening **Language Content Statement -**		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **SL.2.1c** 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.2.6** 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.) **L.2.1**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.2 **L.2.**3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. **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**d Use sentence-level context as a clue to the meaning of a word or phrase. **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings **L.2.5b** 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).	Teacher observations throughout the unit.	

Grade: 2
Course: ELA Knowledge

Year: 2024

Unit 7: Westward Expansion
Essential Question: Why did pioneers choose to expand westward and what were some of the hurdles they faced? What kinds of innovations occurred during the time of the Westward Expansion?
Big Idea: ● Pioneers were willing and eager to endure hardships to move westward during the 1800s.
Big Idea: ● Many important innovations in both transportation and communication occurred during that time period.
Big Idea: ● Native Americans endured both intended and unintended hardships and tragedies as a result of westward expansion.
Unit Vocabulary: Lesson 1 campfire settled sights sympathy wagon train Lesson 4 approach concluded create generations interacting Lesson 7 endurance landmarks route venture Lesson 2 design inventor journey steamboats voyage Lesson 5 encountered forced insisted miserable relocate Lesson 8 ancestor convenient iron horse spanned transcontinental railroad Lesson 3 Erie Canal freight tow transport Lesson 6 hardships ruts scout steep territory Lesson 9 bison charged skilled solemnly

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
I find it interesting that groups of people believe different things and live their daily lives in different ways.

Connection to Vision of a Lakewood Ranger

Growth Mindset, Critical and Creative Thinking, Empathy, Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
9 Days	**Reading Content Statement -**			
	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 multi-paragraph text. b. Identify the focus of specific paragraphs within the text.		There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic	<u>Literature:</u> ● *The Magic Treehouse series #23 Twister on Tuesday* ● *The Buffalo Storm* ● *Covered Wagons, Bumpy Trails*

Grade: 2
Course: ELA Knowledge

Year: 2024

	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.**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.2.10** 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.	vocabulary. Parts II and III of the assessment address the core content targeted in Westward Expansion.	• *Going West* • *If You Traveled West in a Covered Wagon* • *Dandelions* • *I Have Heard of a Land* • *Mailing May* • *Pioneer Cat* *Internet Resources:* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*
	Writing Content Statement -		
	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.**8 Recall information from experiences or gather information from provided sources to answer a question.	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	
	Speaking and ListeningLanguage Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others. **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.2.4** 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.) **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **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.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.	Teacher observations throughout the unit.	

Grade: 2
Course: ELA Knowledge

Year: 2024

	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings **L.2.5a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) **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).		

Unit 8: Insects
Essential Question: What are the characteristics of an insect? How do insects help our world?
Big Idea: ● Insects are the largest group of animals on Earth
Big Idea: ● Insects have identifiable characteristics and life cycles, are categorized as either solitary or social, and can be viewed as both helpful and harmful.
Big Idea: ● Insects are important to the process of pollination and also to the production of honey, some cosmetics, and even medicines.
Unit Vocabulary: Lesson 1 habitats insects social solitary Lesson 4 colonies cooperate drones pollen Lesson 7 adapt armor beetles mimicry Lesson 2 abdomen antennae exoskeletons microscopic thorax Lesson 5 aggressive chambers destructive emit nurseries Lesson 8 entomologist extinction pesticides pollinators Lesson 3 larva molt nymph progression pupa Lesson 6 bioluminescence communicate lanterns

Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Identify a problem or needed decision and recognize that there may be multiple responses.
Connection to Vision of a Lakewood Ranger	Critical and Creative Thinking Communication

Suggested Pacing	**Content Standards**	**Learning and Performance Expectations What must students know and be able to do?**	**Assessment of Learning Options How will we know if they learned this skill?**	**Resources Options**
8 days				
	Reading Content Statement -			
	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 multi-paragraph text. b. Identify the focus of specific paragraphs within the text.		There are two parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic	<u>*Literature:*</u> ● *Moth and Butterfly, Ta Da* ● *Heads and Tails Insects* ● *Some Bugs* ● *The Spider; Disgusting Critter*

Grade: 2
Course: ELA Knowledge

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	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.	vocabulary. Part II of the assessment addresses the core content targeted in Insects.	• *The Fly; Disgusting Critter* • *Bug Sandwich* • *A Beetle is Shy* • *Home is Calling* • *What's Inside a Caterpillar Cocoon?* • *Steve the Dung Beetle on a Roll* • *Cicada Symphony* • *The Wonderful Wisdom of Ants* • *Bee and Me* • *Hello Little One* *Internet Resources:* mClass - Amplify Scope and Sequence • Knowledge Strand • Grade 2
	Writing Content Statement -		
	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.	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	
	Speaking and Listening **Language Content Statement -**		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others. **SL.2.1c** 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).	Teacher observations throughout the unit.	

Grade: 2
Course: ELA Knowledge

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	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.2.6** 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.) **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified. **L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **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.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase. **L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) **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).		

Grade: 2
Course: ELA Knowledge

Year: 2024

Unit 9: The U.S. Civil War
Essential Question: Why was the Civil War fought? How were the North and South different economically and culturally? Who were some of the people during this time that were impactful in their actions and beliefs?
Big Idea: ● Controversy over slavery between the North and the South eventually led to the U.S. Civil War.
Big Idea: ● Africans were taken from Africa against their will and forced into slavery in the U.S. until the end of the Civil War.
Big Idea: ● Significant women and men from the time period include Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant
Unit Vocabulary: Lesson 1 plantations slavery survival value wages Lesson 5 Confederacy elected heritage seceded Union Lesson 9 abolished Cabinet emancipation proclamation scroll Lesson 2 conductor contributions gourd passengers rebellious Lesson 6 civilians clash devastated flee Rebels Lesson 10 ammunition defeat rations surrendered Yankees Lesson 3 abolitionists agriculture cotton economy factories Lesson 7 advisors frail general oath wasteland Lesson 11 equality prosperity ransacked rival united Lesson 4 candidates debates expand government politicians Lesson 8 compassionate countless disasters wounded

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Identify a problem or needed decision and recognize that there may be multiple responses
I know when people are treated unfairly.
I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
I know that life is easier for some people and harder for others and the reasons for that are not always fair.
I know about people who helped stop unfairness and worked to make life better for many people.
Discuss the concept of, and practice, treating others the way you would want to be treated

Empathy, Critical and Creative Thinking, Communication, Global Awareness

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
11 days				
	Reading Content Statement -			

Grade: 2
Course: ELA Knowledge

Year: 2024

	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 multi-paragraph 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.2.6** 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.	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in The U.S. Civil War.	*Literature:* • *Magic Treehouse: Civil War on Sunday* • *The Boy Who Loved Books: Abe Lincoln* • *Aunt Harriet's Underground Railroad in the Sky* • *Clara and Davie* • *Hope's Gift* • *Henry's Freedom Box* • *Follow the Drinking Gourd* • *Show Way* • *Under the Quilt of Night* • *Pink and Say* *Internet Resources:* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*
	Writing Content Statement -		
	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.	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	
	Speaking and Listening Language Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **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.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **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.) **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). **L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3a Recognize 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,	Teacher observations throughout the unit.	

Grade: 2
Course: ELA Knowledge

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	choosing flexibly from an array of strategies. **L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase **L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **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).		

Unit 10: Human Body: Building Blocks and Nutrition
Essential Question: How does the digestive system work? What are the important choices that we can make to keep our bodies healthy?
Big Idea: ● Cells form the building blocks of life on Earth.
Big Idea: ● Collections of cells form tissues, tissues form organs, and organs form systems within the body.
Big Idea: ● Anton van Leeuwenhoek was important in science for his work with microscopes and the discovery of one-celled bacteria.
Big Idea: ● The five keys to good health are: eat well, exercise, sleep, keep clean, and have regular checkups.
Unit Vocabulary: Lesson 1 nutrients nutrition nutritionist organs systems vaccinations Lesson 4 collapse kidneys liver nourish transplant Lesson 7 carbohydrates essential fats minerals proteins Lesson 2 bacteria lens magnifies microscope observations Lesson 5 absorb esophagus filtering saliva villi Lesson 8 fiber moderation scan variety well-balanced diet Lesson 3 cells functions microscopic stimulus tissue Lesson 6 bladder excrete regulate sweat toxic Lesson 9 calories network recovery terms windpipe

Connection to Social Emotional Standards and/or Social Justice Standards

Identify a problem or needed decision and recognize that there may be multiple responses.

Connection to Vision of a Lakewood Ranger

Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
9 Days	**Reading Content Statement -**			
	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 multi-paragraph text. b. Identify the focus of specific paragraphs within the text.		There are four parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II, III, and IV of the assessment address the	*Literature:* ● *The Busy Body Book* ● *Eat Healthy* ● *Feel Great, Eating Well*

Grade: 2
Course: ELA Knowledge

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	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.2.6** 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.2.10** 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.	core content targeted in The Human Body: Building Blocks and Nutrition.	• *Germs Make Me Sick,* • *Hear Your Heart* • *How Does Your Brain Work,* • *Magic Schoolbus* *Internet Resources:* *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*
	Writing Content Statement -		
	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.2.6** 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).	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	
	Speaking and Listening Language Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others. **SL.2.1c** 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.) **L.2.1**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.1 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.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening **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.	Teacher observations throughout the unit.	

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	L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase **L.2.4d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings **L.2.5a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **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).		

Unit 11: Immigration
Essential Question: What is an immigrant and in what ways have they impacted the United States? How do the Constitution and Bill of Rights support immigrants coming to the United States?
Big Idea: ● The United States is often referred to as a country of immigrants, with the biggest wave of immigration taking place from 1880 to 1920.
Big Idea: ● Immigrants had many different reasons for immigrating to the United States, and settled in particular cities or regions upon their arrival.
Big Idea: ● The Constitution and the Bill of Rights are two important documents that detail the privileges and rights of American citizens.
Unit Vocabulary: Lesson 1 ancestors freedom immigrants pull factors push factors Lesson 5 characters exhausting honor responsibilities wages Lesson 9 amendments consent constitution disagreements Lesson 2 center interpreter liberty opportunity Lesson 6 homestead legally officially supported Lesson 10 guaranteed jury refugees Lesson 3 customs hostile newcomers traditional Lesson 7 descendants famine mosaic settlers Lesson 4 afford blight emigrated Lesson 8 citizen naturalized citizen principles rights

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

Discuss how people can be the same or different.
I find it interesting that groups of people believe different things and live their daily lives in different ways.
I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
I know that life is easier for some people and harder for others and the reasons for that are not always fair.
Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups.

Empathy
Global Awareness
Communication

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
10 Days	**Reading Content Statement -**			

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	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 multi-paragraph 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.	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II & III of the assessment address the core content targeted in Immigration.	<u>*Literature:*</u> • *All the Way to America* • *American Symbols* • *At Ellis Island* • *Coolies* • *Dreaming of America* • *Emma's Poem* • *Everybody Cooks Rice* • *The Keeping Quilt* • *The Flag We Love* <u>*Internet Resources:*</u> *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*
	Writing Content Statement -		
	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.2.7** 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.	Plan, draft, and edit a narrative retelling of a fiction read-aloud, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure	
	Speaking and Listening Language Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others. **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	Teacher observations throughout the unit.	

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	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.) **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.2.3a** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Recognize 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. **L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase. **L.2.4b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). **L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.5 Demonstrate understanding of word relationships and nuances in word meanings L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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).		

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Unit 12: Fighting For a Cause
Essential Question: Who are some activists that have fought for rights? What group of people were they working to support and why?
Big Idea: ● Despite facing immeasurable odds, many ordinary people have stood up and fought for a cause in which they believed.
Big Idea: ● Some of these beliefs are the abolition of slavery, the right of women to vote, and the welfare of migrant workers.
Big Idea: ● These heroic people used nonviolent means to make their voices heard, and in doing so, changed peoples' minds, changed laws, and inspired others to make a difference.
Unit Vocabulary: Lesson 1 civil rights courage discrimination equal rights inequality nonviolence Lesson 4 federal health care privilege proud scholarship society Lesson 7 activists banned character extraordinary minister sit-ins Lesson 2 abolitionists ballots influential jury suffrage Lesson 5 challenge gamble hostility intimidate teammates Lesson 8 heritage instructing migrant workers organizer plight strikes Lesson 3 admirable devotion First Lady human rights politics Lesson 6 assign boycott disrupted injustice segregation Lesson 9 democratic dignity disabilities obstacles taxes

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

Connection to Vision of a Lakewood Ranger

I know about people who helped stop unfairness and worked to make life better for many people.
I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
I know that life is easier for some people and harder for others and the reasons for that are not always fair.

Global Awareness
Communication
Growth Mindset
Collaboration

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
9 Days	**Reading Content Statement -**			

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	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 multi-paragraph 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.2.6** 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.	There are three parts to this assessment. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in Fighting for a Cause.	<u>*Literature:*</u> • *Amazing Grace* • *The Ballot Box Battle* • *Elizabeth Leads the Way* • *Freedom on the Menu* • *freedom summer* • *The Other Side* • *Richard Wright and the Library Card* • *Ruby Bridges* • *When Marian Sang* <u>*Internet Resources:*</u> *mClass - Amplify* *Scope and Sequence • Knowledge Strand • Grade 2*
	Writing Content Statement -		
	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.2.5** 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.	Plan, draft, and edit 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 concluding statement or section	
	Speaking and Listening Language Content Statement -		
	SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. **SL.2.1a** 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). **SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others. **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.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **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.) **L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective	Teacher observations throughout the unit.	

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	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. 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.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). **L.2.4d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings. L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) **L.2.5b** 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).		

Skills Unit 1

Big Idea: ● • read one- and two-syllable words with basic code spellings for short vowels, all consonants, spelling alternatives for /s/, /j/, /w/, /r/, /n/, and selected tricky spellings ‘c’, ‘g’, ‘s’, ‘n’
Big Idea: ● answer text-dependent questions about stories in complete sentences orally and in written form
Big Idea: ● write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
Tricky Words: am, an, and, ask, at, ate, best, big, black, bring, but, came, can, cut, did, fast, five, gave, get, got, green, had, has, help, here, him, his, hot, if in, is, it, its, jump, just, let, long, much, must, off, on, not, pick, ran, red, run, shall, sing, sit, six, stop, tell, ten, that, them, then, this, up, us, went, white, will, well, wish, with, write, yes Review of grade K and 1 words: a, be, could, do, down, from, he, how, me, of, once, one, said, she, the, there, to, two, was, we, what, where, why, would, says, should, word

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Reading Content Statements -			
	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 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. 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.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 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.		Fluency Packet Word Reading Assessment Anecdotal Reading Record Discussion Question Observation Record End of Unit Assessment	K-2 Code Chart Project Read Decodable Generator Tricky Words Spelling Tree Guidance (Grade 2)

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Course: ELA Knowledge

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	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3b Know spelling-sound correspondences for additional common vowel teams. RF.2.3c Decode regularly spelled two-syllable words with long vowels. RF.2.3d Decode words with common prefixes and suffixes. RF.2.3e Identify words with inconsistent but common spelling-sound correspondences. RF.2.3f Recognize and read grade-appropriate irregularly spelled words. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4a Read grade-level text with purpose and understanding. RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Tricky Word Assessment	
	Writing Content Statements -		
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 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.		
	Speaking & Listening Content Statements -		
	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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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.)		
	Language Content Statements -		
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.		

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	L.2.1f 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. L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.2.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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).		

Skills Unit 2
Big Idea: ● read one- and two-syllable words with basic code spellings for long vowels and r-controlled vowels, as well as vowel digraph spellings for /oo/, /oo/, /ou/, and /oi/
Big Idea: ● read and write words with inflectional endings
Big Idea: ● use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
Tricky Words: ate, came, five, gave, green, keep, like, make, made, ride, see, sleep, take, those, three, use, draw, found, good, look, our, out, round, saw, soon, too, far, are, start, or, for, four, before, better, over, after, never, together, under, her review of grades K-1: all, are, by, my, go, no, have, so, I, their, they, were, who, you, your, some, street

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Reading Content Statements -			
	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 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. 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.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with		Fluency Packet Spelling Assessments Anecdotal Reading Record Discussion Question Observation Record	K-2 Code Chart Project Read Decodable Generator Tricky Words Spelling Tree Guidance (Grade 2)

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	scaffolding as needed at the high end of the range. RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3b Know spelling-sound correspondences for additional common vowel teams. RF.2.3c Decode regularly spelled two-syllable words with long vowels. RF.2.3d Decode words with common prefixes and suffixes. RF.2.3e Identify words with inconsistent but common spelling-sound correspondences. RF.2.3f Recognize and read grade-appropriate irregularly spelled words. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4a Read grade-level text with purpose and understanding. RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	End of Unit Assessment	
	Writing Content Statements -		
	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 concluding statement or section. 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. 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.2.8 Recall information from experiences or gather information from provided sources to answer a question.		
	Speaking & Listening Content Statements -		
	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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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.)		
	Language Content Statements -		
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		

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	L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1f 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. L.2.2c Use an apostrophe to form contractions and frequently occurring possessives. L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		

Skills Unit 3
Big Idea: ● read multisyllabic words with the following spelling alternatives: ‘ai’, ‘ay’, and ‘a’ for /ae/, ‘oa’ and ‘o’ for /oe/, ‘ie’ and ‘i’ for /ie/, ‘ue’ and ‘u’ for /ue/, and ‘au’ for /aw/
Big Idea: ● use common and proper nouns in oral and written tasks
Big Idea: ● use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
Big Idea: ● use the “Plan-Draft-Edit” writing process to write a personal narrative
Tricky Words: go, goes, both, cold, hold, open, over, own, no, so, may, play, say, saw, minute

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Reading Content Statements -			
	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 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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.		Fluency Packet Spelling Assessments Reading Comprehension Assessment Record	K-2 Code Chart Project Read Decodable Generator Tricky Words Spelling Tree Guidance (Grade 2)

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	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 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. RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3b Know spelling-sound correspondences for additional common vowel teams. RF.2.3c Decode regularly spelled two-syllable words with long vowels. RF.2.3d Decode words with common prefixes and suffixes. RF.2.3e Identify words with inconsistent but common spelling-sound correspondences. RF.2.3f Recognize and read grade-appropriate irregularly spelled words. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4a Read grade-level text with purpose and understanding. RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Anecdotal Reading Record Mid-Point Dictation Identification Assessment Grammar Assessment Tricky Word Assessment	
	Writing Content Statements 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. 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.2.8 Recall information from experiences or gather information from provided sources to answer a question.		
	Speaking & Listening Content Statements		
	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.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 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.2.6 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.)		
	Language Content Statements		

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	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1f 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. L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3a 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. L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		

Skills Unit 4

Big Idea: ● read multisyllabic words with the following spelling alternatives: ‘ir’ and ‘ur’ for /er/; ‘y’ for /i/; ‘i’, ‘igh’ and ‘y’ for /ie/; ‘o’ and ‘ow’ for /oe/; ’e’, ‘y’, and ‘ey’ for /ee/; and ‘al’ for /aw/
Big Idea: ● identify and use regular and irregular past-, present-, and future-tense action verbs and the verb to be in oral and written tasks
Big Idea: ● use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
Big Idea: ● use the “Plan-Draft-Edit” writing process to write a personal narrative
Tricky Words: hurt, by, my, why, myself, fly, light, right, show, down, own, brown, grow, know, now, yellow, how, draw, saw, been, funny, many, only, live, walk, building, grownup, people, statue

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Reading Content Statements -			
	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 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges.		Discussion Questions Observations Fluency Assessment	K-2 Code Chart Project Read Decodable Generator Tricky Words

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	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.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3b Know spelling-sound correspondences for additional common vowel teams. RF.2.3c Decode regularly spelled two-syllable words with long vowels. RF.2.3d Decode words with common prefixes and suffixes. RF.2.3e Identify words with inconsistent but common spelling-sound correspondences. RF.2.3f Recognize and read grade-appropriate irregularly spelled words. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4a Read grade-level text with purpose and understanding. RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Reading Comprehension Assessment Record Anecdotal Reading Record Grammar Assessment Dictation Identification Assessment Fluency Packet	Spelling Tree Guidance (Grade 2)
	Writing Content Statements 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 concluding statement or section. 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. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
	Speaking & Listening Content Statements		
	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.2.1a 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). SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
	Language Content Statements		
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		

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	L.2.1a Use collective nouns (e.g., group). L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1f 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. L.2.2a Capitalize holidays, product names, and geographic names. L.2.2b Use commas in greetings and closings of letters. L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.		

Skills Unit 5
Big Idea: ● read multisyllabic words with the schwa sound spelled different ways, as well as the spelling alternatives ‘o’, ‘ou’, and ‘o_e’ for /u/
Big Idea: ● read tricky spellings sounded in multiple ways
Big Idea: ● use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
Big Idea: ● express an opinion or point of view in writing, using supporting details
Tricky Words: about, again, around, away, because, said, against, alphabet, break, bridge, castle, death, edge, eyes, father, kingdom, schwa, sword, water, wizard

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Reading Content Statements -			
	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.2.3 Describe how characters in a story respond to major events and challenges.		Fluency Packet	K-2 Code Chart Project Read Decodable Generator

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	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.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.3b Know spelling-sound correspondences for additional common vowel teams. RF.2.3d Decode words with common prefixes and suffixes. RF.2.3e Identify words with inconsistent but common spelling-sound correspondences. RF.2.3f Recognize and read grade-appropriate irregularly spelled words. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4a Read grade-level text with purpose and understanding. RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Spelling Assessments Discussion Question Observation Record Decoding Assessment Reading Comprehension Assessment Alphabetizing Assessment Individual High-Frequency Assessment	Tricky Words Spelling Tree Guidance (Grade 2)
	Writing Content Statements 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. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
	Speaking & Listening Content Statements		
	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.		
	Language Content Statements		
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1a Use collective nouns (e.g., group). L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1c Use reflexive pronouns (e.g., myself, ourselves). L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2a Capitalize holidays, product names, and geographic names. L.2.2c Use an apostrophe to form contractions and frequently occurring possessives. L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		

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	L.2.2e 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. 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.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 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).		

Skills Unit 6

Big Idea: ● read multisyllabic words with the following spelling alternatives: 'ph' for /f/; 'ar' or 'or' for /er/; and 'ch' for /k/
Big Idea: ● retell and/or summarize a passage or selected part of a text
Big Idea: ● use basic text features including title, table of contents, chapter headings, pictures, captions, and glossary
Big Idea: ● gather information from multiple sources and group similar information into paragraphs
Tricky Words: know, laugh, new, American, Andrew, bomb, broad, early, Europe, Fort McHenry, Great Britain, imagine, iron, native, shoe, signature, soldier, special, war, Washington, whose

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Reading Content Statements -			
	RI.2.2 Identify the main topic of a multiparagraph text as well as 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 Describe how reasons support specific points the author makes in a text. 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. RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	Fluency Packet Spelling Assessments Word Reading in Isolation Assessment Anecdotal Reading Record War of 1812 Reading Assessment Fluency Assessment	K-2 Code Chart Project Read Decodable Generator Tricky Words Spelling Tree Guidance (Grade 2)

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	RF.2.3c Decode regularly spelled two-syllable words with long vowels. RF.2.3d Decode words with common prefixes and suffixes. RF.2.3e Identify words with inconsistent but common spelling-sound correspondences. RF.2.3f Recognize and read grade-appropriate irregularly spelled words. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4a Read grade-level text with purpose and understanding. RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
	Writing Content Statements W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
	Speaking & Listening Content Statements		
	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.)		
	Language Content Statements		
	L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1f 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. L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). L.2.2e 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. 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.2.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4e 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. 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).		

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