



Standards Based Map

2nd Grade ELA

| Timeline | NxG Standard(s) | Student I Can Statement(s) / Learning Target(s) | Essential Questions | Academic Vocabulary | Strategies / Activities | Resources / Materials | Assessments | Notes / Self - Reflection |
|----------|---|--|--|--|--|-----------------------|--|---------------------------|
| Ongoing | ELA.2.R.C1.2 recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral in literary text | I can remember and tell different kinds of stories and share what the author is trying to teach. | <p>Why is using key details from a story important in retelling the story?</p> <p>How can I use details of the text to express the theme?</p> <p>How do readers determine the central lesson, message, or moral from culturally diverse texts?</p> | <ul style="list-style-type: none"> • fables • folktales • moral | <p>Students fold sheets of paper in thirds and label sections with the words: <i>Summary, Illustration, and Moral.</i> Students complete the tri-fold paper about self-selected folktales.</p> | paper | <p>personal communication</p> <p>extended-written response</p> | |

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| Ongoing | ELA.2.R.C1.3 describe how characters in a story respond to major events and challenges in literary text | I can describe how characters in a story react to important events in the story. | How do characters react to various events and challenges in a literary text? | <ul style="list-style-type: none"> characters | Working in small groups, students read different stories and role-play the main events or challenges and the feelings or actions of the characters. | | <p>personal communication</p> <p>expended-written response</p> <p>performance assessment</p> | |
| Ongoing | ELA.2.R.C1.4 ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in informational text | I can ask and answer who, what, where, when, why, and how questions to show that I understand nonfiction. | <p>How can asking and answering questions help me understand the text?</p> <p>How can question stems help me demonstrate understanding of the text?</p> | <ul style="list-style-type: none"> informational text | <p>Following the reading of texts, students use index cards labeled with the 5Ws an H to record their responses.</p> <p>On sentence strips, students record responses to <i>who, what, where, when, why, and how</i> questions for two texts and match the responses to the appropriate texts.</p> | <p>index cards</p> <p>sentence strips</p> | <p>written response</p> <p>personal communication</p> | |

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| Ongoing | ELA.2.R.C1.6 describe the connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text | I can make connections between different events in history. | How can making connections help understand information text? How do you describe the connection between two events? | <ul style="list-style-type: none"> • connection | Students read and follow a series of steps to complete scientific investigations. They then create visual representations of the outcomes and explain the connections between the steps. Student use a series of pictures that represent historical events and think aloud as they sequence the events on time lines. | picture cards | extended-written response personal communication | |
| Ongoing | ELA.2.R.C2.1 describe how words and phrases (e.g., regular beats, alliteration , rhymes, repeated lines) in literary text supply rhythm and meaning in a story, poem, or song | I can tell how words in stories, poems or songs can give them rhythm and help people understand them better. | How does the author's choice of words affect the meaning of a text? How does word choice impact the overall meaning of the text? | <ul style="list-style-type: none"> • alliteration • rhyme • rhythm | Students change familiar nursery rhymes using repeated lines, alliteration, or additional beats. Students sing or read the changed rhymes and discuss how the revisions | | performance assessment personal communication | |

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| | | | | | impact the rhythm and meaning. | | | |
| Ongoing | ELA.2.R.C2.3 acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from literary text | I can show that I know the characters in a story by telling about them or by using different character voices when I read aloud | How do we identify the point of view of characters in the text? | <ul style="list-style-type: none"> • dialogue | Using Venn diagrams, students compare and contrast points of view of two characters in stories. | | extended-written response personal communication | |
| Ongoing | ELA.2.R.C2.4 determine the meaning of words and phrases in informational text relevant to a <i>grade 2 topic or subject area</i> | I can figure out the meanings of words when I am studying a second grade topic. | <p>Why is it important for readers to identify words they do not know?</p> <p>How can I learn and use key vocabulary appropriately?</p> | | Students highlight unknown words in texts and use dictionaries or digital resources to locate meanings. Students record the words and meanings in vocabulary journals. | highlighters vocabulary journals | performance assessment | |

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| Ongoing | ELA.2.R.C3.1 use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot | I can use what I learn from pictures and words to show that I understand the characters, settings, and events of a story. | How do illustrations and words assist with understanding elements of a story? How do illustrations in print demonstrate understanding of character, setting, and plot? | <ul style="list-style-type: none"> • setting • plot | Using picture books, students create corresponding texts. Students discuss the relationships of illustrations and words as they convey the characters, settings, or plots. | | extended-written response performance | |
| Ongoing | ELA.2.R.C3.2 compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures in a literary text | I can tell how two or more versions of a story can be the same and different. | How can you compare and contrast characters in similar stories? | <ul style="list-style-type: none"> • compare • contrast | After hearing different versions of common stories, students create human Venn diagrams by standing in appropriate spaces, while holding sentence strips to describe elements of the stories. | sentence strips | extended-written response performance assessment | |

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| Ongoing | ELA.2.R.C4.1 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 | I can read and understand second grade stories and poems by myself. | | | Students complete templates that represent selections read throughout the year. Students label templates with titles, authors, and book levels and include one additional heading on each template, such as setting, characters, or main idea. Students maintain the templates in individual reading folders. | reading folders/log | performance assessment | |
| Ongoing | ELA.2.R.C4.2 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 | I can read and understand second grade informational texts by myself. | | | Students maintain personal diaries of daily reading, including titles, nonfiction elements, and levels of books. Students reflect on their reading by monitoring the levels of books read. | reading folders/log | performance assessment | |

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| Ongoing | <p>ELA.2.R.C7.1 know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> distinguish long and short vowels when reading regularly spelled one-syllable words. know spelling-sound correspondences for additional common vowel teams. decode regularly spelled two-syllable words with long vowels. decode words with common prefixes and suffixes. identify words with inconsistent but common spelling-sound correspondences. recognize and read grade-appropriate irregularly spelled words. | <p>I can show what I have learned about letters and sounds by figuring out words.</p> <p>I can read long and short vowel correctly in words.</p> <p>I can spell and read vowel teams.</p> <p>I can read longer words and long vowel sounds.</p> <p>I can read words with prefixes and suffixes.</p> <p>I can find words that don't follow normal spelling rules, but are common.</p> <p>I can read second grade words that aren't spelled the way they sound.</p> | <p>How can distinguishing sounds help me understand words?</p> <p>How can recognizing grade level words help me become a better reader?</p> | <ul style="list-style-type: none"> vowels syllables prefix suffix | <p>Students match sets of word cards containing vowel teams to sets of corresponding picture cards.</p> <p>Students use lists of prefixes, suffixes and base words to build new words.</p> <p>Using a high-frequency word wall, point to words in random order. Select students to read the words.</p> | <p>word cards</p> <p>word part cards</p> <p>word wall</p> | <p>performance assessment</p> <p>personal communication</p> | |
| Ongoing | <p>ELA.2.R.C8.1 read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> read on-level text with purpose and understanding. read on-level text orally with accuracy, appropriate rate, and expression. use context to confirm or self-correct word recognition and understanding, rereading as necessary | <p>I can read and understand books on grade level.</p> <p>I can read second grade books aloud.</p> | <p>Why is it important to read with purpose?</p> <p>How do I read for understanding?</p> <p>Why is reading with expression important?</p> | <ul style="list-style-type: none"> accuracy fluency expression | <p>Students read multi-paragraph passages and paraphrase the information to partners.</p> <p>After multiple practice readings of unfamiliar texts (e.g., to partner into a recording device), students read</p> | <p>recording device</p> | <p>extended-written response</p> <p>performance assessment</p> <p>personal communication</p> | |

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| Ongoing | ELA.2.W.C10.2: with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing | I can listen to others' ideas to revise and edit my writing to make it better. | How can answering questions from others help improve my writing? | <ul style="list-style-type: none"> revise edit | Students use rubrics to guide writing as they draft, revise, and edit. | rubrics | Rubric Extended-Written Response | |
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| Ongoing | ELA.2.W.C11.1: 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) | I can help my class explore books and write about what we learn. | How can I contribute to a shared research topic? | <ul style="list-style-type: none"> research | <p>Students generate a list of topics, select topics, research, and compile information to present their findings.</p> <p>Students complete scientific investigations to answer questions.</p> | text computers | Extended Written Response Rubric | |
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| Ongoing | <p>ELA.2.W.C11.2: recall information from experiences or gather information from provided sources to answer a question.</p> | <p>I can use what I have learned to answer questions or locate information somewhere else.</p> | <p>How can I gather information to answer a question?</p> | <ul style="list-style-type: none"> recall | <p>Following field trips, speakers, books, interviews, etc., students answer questions based on learning experiences, as well as questions that require additional resources.</p> | <p>texts</p> | <p>Extended Written Response</p> <p>Rubric</p> | |
| Ongoing | <p>ELA.2.SL.C13.1: participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). build on others' talk in conversations by linking their comments to the remarks of others. ask for clarification and further explanation as needed about the topics and texts under discussion. | <p>I can show that I know how to have a good conversation with my friends and teachers.</p> <p>I can listen, wait to take my turn and be respectful when I am having conversations.</p> <p>I can make conversations better by making connections between other' comments.</p> <p>I can ask questions during conversations to help me</p> | <p>When is it an appropriate time to ask or answer questions?</p> <p>How can I add to a conversation?</p> | <ul style="list-style-type: none"> diverse collaborative conversation | <p>Students follow a set of displayed rules when engaged in discussions.</p> <p>Students listen to brief conversations and generate responses that extend ideas from the conversations or brainstorm questions to clarify or further explain the topics.</p> | <p>chart paper</p> | <p>Personal Communication</p> <p>Observation</p> <p>Rubric</p> | |

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| | | understand what is being shared. | | | | | | |
| Ongoing | ELA.2.SL.C13.2: recount or describe key ideas or details from a text read aloud or information presented orally or through other media | I can talk about the important ideas and details after I listen to someone read or speak. | How can I verbally express key details from information? | <ul style="list-style-type: none"> • details • key ideas • media | After listening to media presentations, students create and present commercials based on key ideas and details heard. | videos texts | Personal Communication Observation Rubric | |
| Ongoing | ELA.2.SL.C13.3: 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 | I can ask and answer questions about what a speaker says to help me understand the information better. | What kinds of questions should I ask during a conversation to increase understanding? | <ul style="list-style-type: none"> • comprehension | Students develop appropriate questions and conduct interviews. As a follow-up, students answer questions about the experiences. | | Personal Communication Observation Rubric | |
| Ongoing | ELA.2.SL.C14.1: tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | <p>I can tell or share a story with important details to help others understand.</p> <p>I can speak loudly, clearly and in complete sentences when I tell or share a story.</p> | Why is it important to describe people, places, things, and events with details? | <ul style="list-style-type: none"> • relevant • descriptive • coherent • recount | Students complete stories using story starters based on common experiences. | speaking prompts | Personal Communication Performance Assessment Observation Rubric | |

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| Ongoing | ELA.2.SL.C14.2: 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. | I can make a recording of a story or poem. | How can I use audio recordings of stories or poems and visual displays to make my presentation more engaging for the audience? | <ul style="list-style-type: none"> • audio • visual | Students write and record original stories or poems and add illustrations or graphics to enhance compositions. | tape recorder digital recording devices | Performance Assessment Rubric | |
| Ongoing | ELA.2.SL.C14.3: produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification | I can speak and share my ideas in complete sentences when someone asks me a question. | Why do I need to speak in complete sentences? | <ul style="list-style-type: none"> • complete sentence • clarification | Students provide details about learning experiences using complete sentences. Students read the sentences to partners and correct grammar and usage as needed. | | Personal Communication Observation | |
| Ongoing | ELA.2.L.C15.1: demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • use collective nouns (e.g., <i>group</i>). • form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). • use reflexive pronouns (e.g., <i>myself, ourselves</i>). • form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). • use adjectives and adverbs, and choose | <p>I can show that I know how to use words correctly when I write and speak.</p> <p>I can use collective nouns.</p> <p>I can make and use irregular plural nouns correctly.</p> <p>I can use reflexive</p> | Why is grammar important when speaking or writing? | <ul style="list-style-type: none"> • collective nouns • irregular plural nouns • reflexive nouns • irregular verbs • adjectives • adverbs • complete • simple • compound sentences | Working in small groups, students use root pronoun cards with the reflexive forms on the reverse side. Students draw cards, read the root pronouns, say the corresponding | | Written Response Personal Communication Rubric Observation | |

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| | <p>between them depending on what is to be modified.</p> <ul style="list-style-type: none"> produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movies; The little boy watched the movie; The action movie was watched by the little boy</i>). | <p>pronouns.</p> <p>I can make and use common regular verbs.</p> <p>I can use adjectives and adverbs correctly.</p> <p>I can make and use complete simple and compound sentences.</p> | | | <p>reflexive pronouns, and self-check.</p> | | | |
| Ongoing | <p>ELA.2.L.C15.2: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> capitalize holidays, product names, and geographic names. use commas in greetings and closings of letters. use an apostrophe to form contractions and frequently occurring possessives. generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). consult reference materials, including beginning dictionaries, as needed to check and correct spellings | <p>I can show that I know how to write sentences correctly.</p> <p>I can use capital letters at the beginnings of holidays, product names, and places on a map.</p> <p>I can use commas in greetings and closings of letters.</p> <p>I can use apostrophes to make contractions.</p> <p>I can use apostrophes to show possession.</p> <p>I can use spelling</p> | <p>How does using appropriate capitalization, punctuation and spelling help my writing?</p> | <ul style="list-style-type: none"> capitalization commas greeting closing apostrophe contraction possessive generalize reference dictionary | <p>Students correct paragraphs containing non-capitalized names of holidays, products, and geographic locations.</p> <p>Students use beginning dictionaries or word walls to identify or confirm correct spelling of words.</p> | <p>reference materials</p> | <p>Written Response</p> <p>Personal Communication</p> <p>Observation</p> <p>Rubric</p> | |

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| | | <p>patterns I have learned to write words.</p> <p>I can use tools like a dictionary to check and correct my spelling.</p> | | | | | | |
| Ongoing | <p>ELA.2.L.C16.1: use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> compare formal and informal uses of English. | <p>I can write, speak, read, and listen by using what I know about the English language.</p> <p>I can compare formal and informal ways that people speak English.</p> | <p>How does language impact speaking, writing, reading, and listening?</p> | <ul style="list-style-type: none"> formal informal | <p>Students describe similarities and differences between two letters of the same content: one letter written using formal English and the second written using informal English.</p> | <p>informal and formal texts</p> | <p>Written Response</p> <p>Personal Communication</p> <p>Observation</p> <p>Rubric</p> | |
| Ongoing | <p>ELA.2.L.C17.1: determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> use sentence-level context as a clue to the meaning of a word or phrase. determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). | <p>I can use context clues to help me understand new words.</p> <p>I can use prefixes that I know to help me understand new words.</p> <p>I can use root words to help me understand new words.</p> <p>I can use the</p> | <p>What strategies can help me determine the meaning of unknown words?</p> | <ul style="list-style-type: none"> multi-meaning prefix suffix root word compound word predict glossary dictionary digital | <p>Students complete if/then statements (e.g., If write means _____, then writer means _____).</p> <p>Students create rebuses for each part of compound words (e.g., a picture of a</p> | <p>print and digital reference materials</p> | <p>Written Response</p> <p>Observation</p> | |

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| | <ul style="list-style-type: none"> use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | <p>meanings of two smaller words in a compound word to make a prediction about what it means.</p> <p>I can use glossaries, dictionaries or the internet to help me find the meanings of new words.</p> | | | house + a picture of a boat = houseboat). Students share rebuses and invite partners to identify the compound words. | | | |
| Ongoing | ELA.2.L.C17.3: 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., <i>When other kids are happy that makes me happy</i>) | I can use the new words I learn in different ways to show that I know what they mean. | How do I use new words and phrases in conversations? | <ul style="list-style-type: none"> adjectives adverbs | Students use new words and phrases to build a conversation I word wall and they refer to the word wall during written and oral communications. | word wall texts | Written Response Observation | |
| Beginning | ELA.2.R.C1.1 ask and answer key ideas such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in literary text. | I can ask and answer who, what, when, where, why and how questions to show that I can understand stories. | <p>How can asking and answering questions help me understand the text?</p> <p>How can question stems help me demonstrate understanding of the text?</p> | <ul style="list-style-type: none"> Details Literary text | <p>Student use 5 W's and H organizers to locate and record information about specified text.</p> <p>Cloze procedure</p> <p>Teach a student how</p> | Organizers Text | Written Response Performance Assessment Personal Communication | |

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| | | | | | <p>to retell, beginning with the characters and sequence of events.</p> <p>Have students retell the story using the pictures.</p> <p>Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.</p> <p>Begin with oral retelling.</p> <p>Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have</p> | | | |
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| | | | | | <p>pertaining to the text – ask students, What are you thinking? and Does that make sense?</p> <p>Post-It note read along</p> | | | |
| Beginning | <p>ELA.2.R.C2.2 describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action in literary text.</p> | <p>I can tell how a story is written including the important parts of a beginning and an ending.</p> | <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> | <ul style="list-style-type: none"> • Structure • Story • Ending | <p>Post these captions: Beginning, Middle, Ending.</p> <p>Following read alouds, small groups of students dramatize different story parts while remaining student identify Beginning, Middle or End and support their thinking.</p> <p>Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud</p> | <p>Beginning, Middle, End captions text</p> | <p>Written Response</p> <p>Performance Assessment</p> <p>Personal Communication</p> | |

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| | | | | | <p>what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?</p> <ul style="list-style-type: none">• Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.• Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.• Establish literature circle with two to four students reading the same text, | | | |
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| | | | | | <p>posing their questions, discussing in the group, and sharing their ideas with the group.</p> <p>Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.</p> | | | |
| Beginning | <p>ELA.2.W.C9.3 write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use transitional words to signal event order and provide a sense of closure.</p> | <p>I can write to tell an organized story with details about events, thoughts and feelings.</p> | <p>How can I include details to express an event in order?</p> | <ul style="list-style-type: none"> • Narratives • Sequence • Transitional words • Closure | <p>Students use timelines to sequence events as they pre-write. Students add details to elaborate events while writing and bring closure to stories.</p> <p>• Move from writing simple sentences to descriptive sentences by</p> | <p>Materials to create timeline</p> <p>Writing materials</p> | <p>Written Response</p> <p>Performance Assessment</p> <p>Personal Communication</p> | |

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| | | | | | expanding the sentences. • Word boxes and word walls • Use writing prompts • Journal writing • Vocabulary journals • Cloze activities • Pattern writing | | | |
| Middle | ELA.2.R.C1.5 identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text. | I can tell the main idea of a piece of nonfiction, including the importance of important paragraphs | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | <ul style="list-style-type: none"> • Main topic • Paragraph • Informational Text | Students read multi paragraph text. Using hand shaped templates, students write the main topics of text on the palms and the focus of each paragraph on the fingers. | Text Hand shaped organizer | Written Response Performance Assessment Personal Communication | |
| Middle/End | ELA.2.R.C2.5 know and use various informational text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently | I can understand and use all the helpful parts of nonfiction books to find important facts and details quickly. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, | <ul style="list-style-type: none"> • Informational text • features • Captions • Bold print • Subheadings • Glossaries • Index • Electronic menus • icons | Using information from text features students write questions and exchange with partners. Students answer the questions | Text Writing materials | Written Response Performance Assessment Personal Communication | |

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| | | | or stanza) relate to each other and the whole. | | using the text features. | | | |
| Middle | ELA.2.R.C2.6 identify the main purpose of informational text, including what the author wants to answer, explain, or describe. | I can tell the author's main purpose in nonfiction writing. | Assess how point of view or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> • Author • Main purpose | In small group students read common stories and list important details to collaboratively determine the author's purposes. | Common text Writing material | Written Response Performance Assessment Personal Communication | |
| Middle | ELA. 2.R.C3.3 explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text. | I can use diagrams and pictures to help me understand non fiction. | How can illustrations help me understand information? | <ul style="list-style-type: none"> • Diagram • Clarify • Informational text • Images | Students read paragraphs that do not contain graphic representations. Students create graphic images that clarify the text and explain their images in small groups. | Writing materials Text | Written Response Performance Assessment Personal Communication | |
| Middle/End | ELA.2.R.C3.4 describe how reasons support specific points the author makes in an informational text. | I can describe how reasons support the points the author is trying to make. | How does an author support what he says in the text? | <ul style="list-style-type: none"> • Informational text • Support specific points | Students read common text and identify the main points. Students locate words and phrases that support the authors views. | Common Text | Written Response Performance Assessment Personal Communication | |

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| Middle/End | ELA. 2.R.C3.5 compare and contrast the most important points presented by two informational texts on the same topic. | I can tell how two or more versions of a story can be the same and different. | Why do authors provide reasons in their text? <ul style="list-style-type: none"> • How do reasons support specific points? • How can I compare two texts on the same topic? • Why is it important to use more than one text on a topic? | <ul style="list-style-type: none"> • Compare • Contrast • Informational text | Students read common text on the same topics to complete Venn Diagram. | Writing materials Graphic Organizer Common text | Written Response Performance Assessment Personal Communication | |
| Middle | ELA.2.W.C9.2 write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. | I can write to teach about a topic by giving facts and definitions about the topic. | How can I use facts to write an informational piece? | <ul style="list-style-type: none"> • Informative text • Explanatory text • Topic • Facts • Definition • Concluding statements | Students write informational pieces and trade partners. Partners use graphic organizers to analyze written texts in order to identify topics, supporting points and conclusions. Mini-lessons | Writing Materials Graphic organizer | Written Response | |

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| | | | | | <p>Language- Experience writing</p> <p>Morning message</p> <p>Shared writing using predictable charts</p> <p>Teacher modeling -- Interactive writing</p> <p>Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.</p> | | | |
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| Middle | <p>ELA.2.W.C10.3 with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>I can use the computer or tablet to publish my writing</p> | <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> | <ul style="list-style-type: none"> • Digital tools • Publish writing • Collaboration | <p>Students use computers to publish writings.</p> <p>Students enhance text by inserting images from digital cameras, web search engines or other digital media.</p> | <p>Computers</p> <p>Access to digital images</p> | <p>Written Response</p> <p>Performance Assessment</p> | |
| End | <p>ELA.2.W.C9.1 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., <i>because, and, also</i>) to connect opinion and reasons and provide a concluding statement or section.</p> | <p>I can write my opinion about a topic and give reasons for my thinking.</p> | <ul style="list-style-type: none"> • How do writers express an opinion? • How can I use reasons to support my opinion? | <p>Opinion writing</p> <p>Topic</p> <p>Opinion</p> <p>Reasons that support</p> <p>Introduce</p> <p>Concluding statement</p> | <p>Students read non-fiction text and write 2-3 paragraphs that express opinions on topics from the text.</p> <p>Students use linking words and concluding sections.</p> <p>Move from writing simple sentences to descriptive sentences by expanding the sentences.</p> <p>Word boxes</p> | <p>Nonfiction text</p> <p>Writing materials</p> | <p>Written Response</p> <p>Performance Assessment</p> | |

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| | | | | | <p>and word walls</p> <p>Use writing prompts</p> <p>Journal writing</p> <p>Vocabulary journals</p> <p>Cloze activities</p> <p>Pattern writing</p> | | | |
| End | <p>ELA.2.L.C17.2 demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). • distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). | <p>I can figure out how words are related and how their meanings might be alike.</p> <p>I can find real-life connections between words and the way they are used.</p> <p>I can tell the difference between similar verbs.</p> <p>I can tell the difference between similar adjectives.</p> | <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> | <ul style="list-style-type: none"> • Figurative language • Word relationships • Nuances • Shades of meaning • Verb • Adjectives | <p>Students match word cards containing verbs and adjectives of similar meanings to create sets of related words. Students order the sets from weakest to strongest meanings.</p> <p>Segmenting the word and spelling each sound, often called sound it out, teach word patterns.</p> | <p>Word cards with verbs and adjectives.</p> | <p>Written Response</p> <p>Performance Assessment</p> <p>Personal Communication</p> | |

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| | | | | | <p>Spelling unknown words by analogy to familiar words.</p> <p>Applying affixes to root words.</p> <p>Proofreading to locate spelling errors in a rough draft.</p> <p>Locating the spelling of unfamiliar words in a dictionary.</p> <p>Providing daily reading and writing opportunities.</p> <p>Teaching students to learn to spell high-frequency words.</p> <p>Linguistic and nonlinguistic representations are taught.</p> | | | |
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| | | | | | Organize words into categories. | | | |
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