

The following CCSS's are embedded throughout the year, and are present in units applicable:

- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.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.)
- **CCSS.ELA-Literacy.RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **CCSS.ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **CCSS.ELA-Literacy.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.
- **CCSS.ELA-Literacy.L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.
- **CCSS.ELA-Literacy.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/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
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<p>Unit 1</p> <p>Readers build good habits</p>	<p>CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>I can find the rhyming words, alliteration, and repeated lines within a poem or song.</p>	<p>Making Meaning</p> <p>Red Literacy Binder</p>	
<p>Unit 2</p> <p>Readers use strategies to understand their stories</p>	<p>CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>I can ask and answer questions to understand the text.</p> <p>I can describe how a character responds to the story events.</p> <p>I can retell the story to include the beginning and end.</p> <p>I can use the illustrations and text to retell a story.</p>	<p>Making Meaning</p> <p>Red Literacy Binder</p>	

<p>Unit 3</p> <p>Nonfiction reading strategies: reading to get information and grow ideas</p>	<p>CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>I can ask questions to understand a NF text.</p> <p>I can identify the main topic in paragraphs and a NF text.</p> <p>I can understand vocabulary words in a NF text.</p> <p>I can identify and use text features in a NF book.</p> <p>I can identify the main purpose of a NF text.</p>	<p>Making Meaning</p> <p>Red Literacy Binder</p>	
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<p>Unit 4</p> <p>Careful Readers build comprehension and read with fluency</p>	<p>CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>I can explain how text features make a NF story easier to understand.</p> <p>I can ask and answer questions to understand the text.</p> <p>I can retell the story to include the beginning and end.</p> <p>I can vary my voice when I read aloud to match the different characters.</p>	<p>Making Meaning</p> <p>Red Literacy Binder</p>	
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<p>Unit 5</p> <p>Nonfiction topic reading clubs</p>	<p>CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area.</i></p> <p>CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>I can ask questions to understand a NF text.</p> <p>I can identify the main topic in paragraphs and a NF text.</p> <p>I can understand vocabulary words in a NF text.</p> <p>I can identify and use text features in a NF book.</p> <p>I can identify the main purpose of a NF text.</p>	<p>Making Meaning</p> <p>Red Literacy Binder</p>	
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<p>Unit 6</p> <p>Readers talk and think about the characters in their books</p>	<p>CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>I can explain how text features make a NF story easier to understand.</p> <p>I can tell an author's understanding of a topic.</p> <p>I can compare the information I read in two books.</p> <p>I can note the lesson of a fable or folktale.</p> <p>I can describe how a character responds to the story events.</p>	<p>Making Meaning</p> <p>Red Literacy Binder</p>	
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	<p>CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CCSS.ELA-Literacy.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.</p>	<p>I can retell the story to include the beginning and end.</p> <p>I can vary my voice when I read aloud to match the different characters.</p> <p>I can use the illustrations and text to retell a story.</p> <p>I can compare two versions of the same story.</p>		
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<p>Unit 7</p> <p>Readers have strategies for building their stamina and carrying thoughts through longer texts</p>	<p>CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>CCSS.ELA-Literacy.RL.2.5 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"> • CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <p>CCSS.ELA-Literacy.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.</p>	<p>I can ask and answer questions to understand the text.</p> <p>I can describe how a character responds to the story events.</p> <p>I can retell the story to include the beginning and end.</p> <p>I can use the illustrations and text to retell a story.</p> <p>I can read and comprehend longer texts.</p>	<p>Making Meaning</p> <p>Red Literacy Binder</p>	
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<p>Unit 8</p> <p>Science topics experts</p>	<p>CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>I can read and understand longer NF texts.</p> <p>I can identify the main topic in paragraphs and a NF text.</p> <p>I can connect steps to understand the scientific process.</p> <p>I can understand vocabulary words in a NF text.</p> <p>I can identify and use text features in a NF book.</p>	<p>Making Meaning</p> <p>Red Literacy Binder</p>	
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	<p>CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CCSS.ELA-Literacy.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.</p>	<p>I can identify the main purpose of a NF text.</p> <p>I can explain how text features make a NF story easier to understand.</p> <p>I can identify an author’s understanding of a topic.</p> <p>I can compare the information I read in two books.</p> <p>I can read and understand longer NF texts.</p>		
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Unit 1 Improving Narrative Writing	<p><u>CCSS.ELA-Literacy.W.2.3</u> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><u>CCSS.ELA-Literacy.W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><u>CCSS.ELA-Literacy.W.2.7</u> 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).</p> <p><u>CCSS.ELA-Literacy.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>I can write a personal narrative with details.</p> <p>I can revise and edit my writing.</p> <p>I can research and write about my findings.</p> <p>I can answer a question using prior knowledge and research.</p>	<p>Making Meaning</p> <p>Vocabulary</p> <p>Lucy Calkins Units Of Study</p>	

<p>Unit 2</p> <p>Lab Reports and Science Books</p>	<p><u>CCSS.ELA-Literacy.W.2.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><u>CCSS.ELA-Literacy.W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><u>CCSS.ELA-Literacy.W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>CCSS.ELA-Literacy.W.2.7</u> 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).</p> <p><u>CCSS.ELA-Literacy.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>I can write a structured informative text.</p> <p>I can revise and edit my writing.</p> <p>I can publish my writing with a variety of tools.</p> <p>I can research and write about my findings.</p> <p>I can answer a question using prior knowledge and research.</p>	<p>Making Meaning</p> <p>Vocabulary</p> <p>Lucy Calkins Units Of Study</p>	
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<p>Unit 3</p> <p>Writing About Reading</p>	<p><u>CCSS.ELA-Literacy.W.2.1</u> 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.</p> <p><u>CCSS.ELA-Literacy.W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><u>CCSS.ELA-Literacy.W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>CCSS.ELA-Literacy.W.2.7</u> 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).</p>	<p>I can write an opinion piece with support.</p> <p>I can revise and edit my writing.</p> <p>I can publish my writing with a variety of tools.</p> <p>I can research and write about my findings.</p>	<p>Making Meaning</p> <p>Vocabulary</p> <p>Lucy Calkins Units Of Study</p>	
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<p>Unit 4</p> <p>Poetry</p>	<p>CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>I can answer a question using prior knowledge and research.</p> <p>I can write a personal narrative with details.</p> <p>I can revise and edit my writing.</p> <p>I can publish my writing with a variety of tools.</p> <p>I can answer a question using prior knowledge and research.</p>	<p>Making Meaning</p> <p>Vocabulary</p> <p>Lucy Calkins Units Of Study</p>	
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