**2nd Grade**

**Reading Wonders**

**Pacing Guide**

**Mrs. Johnson**

**2014-2015**

Unit 0 = August

WEEK 1

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Listening Comprehension**  Introduce the Concept  **Listening Comprehension**  Respond to Literature  **Word Work**  Phonemic Awareness: Phoneme Blending  **Word Work**  Phonics: Introduce /a/ *a*, /i/*i*  **Word Work**  High-Frequency Words  **Writing**  Focus on an Event  **Assessment**  Placement and Diagnostic Assessment |  | **Listening Comprehension**  Introduce the Concept  **Listening Comprehension**  Respond to Literature  **Word Work**  Phonemic Awareness: Phoneme Blending  **Word Work**  Phonics: Introduce /a/ *a*, /i/*i*  **Word Work**  High-Frequency Words  **Writing**  Focus on an Event  **Assessment**  Placement and Diagnostic Assessment |  | **Listening Comprehension**  Review the Concept  **Listening Comprehension**  Respond to Literature  **Word Work**  Phonemic Awareness: Phoneme Segmentation  **Word Work**  Phonics: Introduce /e/ *e*, /o/*o*, /u/ *u*  **Word Work**  High-Frequency Words  **Writing**  Focus on an Event  **Assessment**  Placement and Diagnostic Assessment |  | **Listening Comprehension**  Review the Concept  **Listening Comprehension**  Respond to Literature  **Word Work**  Phonemic Awareness: Phoneme Segmentation  **Word Work**  Phonics: Introduce /e/ *e*, /o/*o*, /u/ *u*  **Word Work**  High-Frequency Words  **Writing**  Focus on an Event  **Assessment**  Placement and Diagnostic Assessment |  | **Listening Comprehension**  Review the Concept  **Listening Comprehension**  Respond to a Selection  **Word Work**  Phonemic Awareness: Phoneme Blending  **Word Work**  Phonics: Introduce Consonant Blends  **Word Work**  High-Frequency Words  **Writing**  Focus on a Topic |

WEEK 2

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Listening Comprehension**  Review the Concept  **Listening Comprehension**  Respond to a Selection  **Word Work**  Phonemic Awareness: Phoneme Blending  **Word Work**  Phonics: Introduce Consonant Blends  **Word Work**  High-Frequency Words  **Writing**  Focus on a Topic  **Assessment**  Placement and Diagnostic Assessment |  | **Listening Comprehension**  Review the Concept  **Listening Comprehension**  Respond to Selection  **Word Work**  Phonemic Awareness: Phoneme Segmentation  **Word Work**  Phonics: Introduce /ā/ *a\_e*, /ī/ *i\_e*  **Word Work**  High-Frequency Words  **Writing**  Focus on a Topic  **Assessment**  Placement and Diagnostic Assessment |  | **Listening Comprehension**  Review the Concept  **Listening Comprehension**  Respond to Selection  **Word Work**  Phonemic Awareness: Phoneme Segmentation  **Word Work**  Phonics: Introduce /ā/ *a\_e*, /ī/ *i\_e*  **Word Work**  High-Frequency Words  **Writing**  Focus on a Topic  **Assessment**  Placement and Diagnostic Assessment |  | **Listening Comprehension**  Make Connections  **Listening Comprehension**  Routines: Retellings  **Word Work**  Phonics: Introduce Final *e (e\_e, o\_e, u\_e)*  **Word Work**  High-Frequency Words  **Word Work**  Read Start Smart Reader “I Can Plant”  **Fluency**  Expression  **Writing**  Writing Traits: Ideas  **Assessment**  Placement and Diagnostic Assessment |  | **Listening Comprehension**  Make Connections  **Listening Comprehension**  Routines: Retellings  **Word Work**  Phonics: Introduce Final *e (e\_e, o\_e, u\_e)*  **Word Work**  High-Frequency Words  **Word Work**  Read Start Smart Reader “I Can Plant”  **Fluency**  Expression  **Writing**  Writing Traits: Ideas  **Assessment**  Placement and Diagnostic Assessment |

**Unit 1 – September thru the first of October**

**Week 1**

**Weekly Concept:** Friends Help Friends

**Essential Question:** How do friends depend on each other?

* **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [**[1 lesson]**](javascript:)

**L.1.4.c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  [**[1 lesson]**](javascript:)



**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [**[8 lessons]**](javascript:)



**L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  [**[13 lessons]**](javascript:)



**L.2.2.b** Use commas in greetings and closings of letters.  [**[1 lesson]**](javascript:)



**L.2.2.d** Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).  [**[5 lessons]**](javascript:)



**L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  [**[1 lesson]**](javascript:)



**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.  [**[5 lessons]**](javascript:)



**L.2.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.  [**[1 lesson]**](javascript:)



**L.2.4.c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  [**[4 lessons]**](javascript:)



**L.2.5** Demonstrate understanding of word relationships and nuances in word meanings.  [**[1 lesson]**](javascript:)



**L.2.5.a** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  [**[1 lesson]**](javascript:)



**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).  [**[5 lessons]**](javascript:)



**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  [**[8 lessons]**](javascript:)



**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  [**[3 lessons]**](javascript:)



**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  [**[5 lessons]**](javascript:)



**RF.1.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  [**[5 lessons]**](javascript:)



**RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.  [**[21 lessons]**](javascript:)



**RF.2.3.f** Recognize and read grade-appropriate irregularly spelled words. [**[4 lessons]**](javascript:)



**RF.2.4** Read with sufficient accuracy and fluency to support comprehension. [**[7 lessons]**](javascript:)



**RF.2.4.a** Read on-level text with purpose and understanding.  [**[5 lessons]**](javascript:)



**RF.2.4.b** Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  [**[7 lessons]**](javascript:)

* **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.  [**[2 lessons]**](javascript:)

**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  [**[1 lesson]**](javascript:)



**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.  [**[13 lessons]**](javascript:)



**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.  [**[5 lessons]**](javascript:)



**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. [**[10 lessons]**](javascript:)



**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.  [**[1 lesson]**](javascript:)



**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. [**[6 lessons]**](javascript:)



**SL.2.1.a** 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).  [**[1 lesson]**](javascript:)



**SL.2.1.b** Build on others’ talk in conversations by linking their comments to the remarks of others.  [**[1 lesson]**](javascript:)



**SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  [**[3 lessons]**](javascript:)



**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.  [**[1 lesson]**](javascript:)



**W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [**[1 lesson]**](javascript:)



**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.  [**[3 lessons]**](javascript:)



**W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  [**[5 lessons]**](javascript:)



**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.  [**[1 lesson]**](javascript:)



**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). [**[1 lesson]**](javascript:)



**W.2.8** Recall information from experiences or gather information from provided sources to answer a question.  [**[2 lessons]**](javascript:)



**W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  [**[1 lesson]**](javascript:)



**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  [**[1 lesson]**](javascript:)



**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  [**[1 lesson]**](javascript:)



**W.4.9.a** Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  [**[1 lesson]**](javascript:)

**W.4.9.b** Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).  [**[1 lesson]**](javascript:)

**Unit 1**

**Week 2**

**Weekly Concept:** Families Around the World

**Essential Question:** How are families around the world the same and different?

**COMMON > LANGUAGE ARTS > 2010 > COMMON CORE STATE STANDARDS**

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [7 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [11 lessons]**

**L.2.2.b Use commas in greetings and closings of letters. [1 lesson]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [5 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**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. [8 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [4 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [1 lesson]**

**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). [3 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [36 lessons]**

**RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [1 lesson]**

**RF.2.3.d Decode words with common prefixes and suffixes. [1 lesson]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [2 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [11 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [6 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [11 lessons]**

**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. [5 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [1 lesson]**

**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. [2 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [12 lessons]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [2 lessons]**

**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. [1 lesson]**

**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. [9 lessons]**

**SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. [5 lessons]**

**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. [6 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [1 lesson]**

**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. [3 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 1**

**Week 3**

**Weekly Concept:** Pets are our Friends

**Essential Question:** How can a pet be an important friend?

**COMMON > LANGUAGE ARTS > 2010 > COMMON CORE STATE STANDARDS**

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [2 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [12 lessons]**

**L.2.2.b Use commas in greetings and closings of letters. [6 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [4 lessons]**

**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. [4 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [4 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [2 lessons]**

**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). [6 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [40 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [3 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [9 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [9 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [11 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [3 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [8 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [10 lessons]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [2 lessons]**

**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. [9 lessons]**

**SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. [5 lessons]**

**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. [7 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [3 lessons]**

**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. [4 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [3 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 1**

**Week 4**

**Weekly Concept:** Animals Need Our Care

**Essential Question:** How do we care for animals?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [1 lesson]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [2 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [2 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [2 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [3 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [1 lesson]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [26 lessons]**

**RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [20 lessons]**

**RF.2.3.d Decode words with common prefixes and suffixes. [6 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [7 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [10 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [7 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [11 lessons]**

**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. [13 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [1 lesson]**

**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. [9 lessons]**

**RI.2.8 Describe how reasons support specific points the author makes in a text. [1 lesson]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [1 lesson]**

**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. [8 lessons]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [5 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [2 lessons]**

**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. [5 lessons]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [1 lesson]**

**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. [6 lessons]**

**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. [12 lessons]**

**SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [4 lessons]**

**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. [2 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]**

**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. [1 lesson]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 1**

**Week 5**

**Weekly Concept:** Families Working Together

**Essential Question:** What happens when families work together?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [5 lessons]**

**L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). [7 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [13 lessons]**

**L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. [8 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [1 lesson]**

**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. [2 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [5 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [2 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [3 lessons]**

**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). [4 lessons]**

**RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [2 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [10 lessons]**

**RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [16 lessons]**

**RF.2.3.c Decode regularly spelled two-syllable words with long vowels. [1 lesson]**

**RF.2.3.d Decode words with common prefixes and suffixes. [2 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [5 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [9 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [6 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [9 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [2 lessons]**

**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. [16 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [12 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [2 lessons]**

**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. [3 lessons]**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [1 lesson]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [2 lessons]**

**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. [1 lesson]**

**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. [12 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [4 lessons]**

**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. [2 lessons]**

**W.2.4 (Begins in grade 3) [1 lesson]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [1 lesson]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [3 lessons]**

**Unit 1**

**Week 6**

**Weekly Concept:** Friends and Family

**Essential Question:** How do families and friends learn, grow, and help one another?

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [5 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [5 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [5 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]**

**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. [1 lesson]**

**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. [1 lesson]**

**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. [4 lessons]**

**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. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [1 lesson]**

**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. [3 lessons]**

**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. [1 lesson]**

**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). [1 lesson]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 2 – October thru early December**

**Week 1**

**Weekly Concept:** Animals and Nature

**Essential Question:** How do animals survive?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [5 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [6 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [2 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [3 lessons]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [7 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [2 lessons]**

**L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [2 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [3 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [3 lessons]**

**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). [5 lessons]**

**R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [1 lesson]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [29 lessons]**

**RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [24 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [3 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [9 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [6 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [9 lessons]**

**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. [1 lesson]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [1 lesson]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [8 lessons]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [10 lessons]**

**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. [3 lessons]**

**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. [6 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [4 lessons]**

**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. [5 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 2**

**Week 2**

**Weekly Concept:** Animals in Stories

**Essential Question:** What can animals in stories teach us?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [5 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [9 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [5 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [7 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [5 lessons]**

**L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [3 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [2 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [2 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [1 lesson]**

**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). [5 lessons]**

**R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [1 lesson]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [24 lessons]**

**RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [20 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [3 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [6 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [3 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [6 lessons]**

**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. [1 lesson]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [2 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [3 lessons]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [2 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [12 lessons]**

**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. [1 lesson]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [15 lessons]**

**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. [1 lesson]**

**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. [1 lesson]**

**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. [13 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [3 lessons]**

**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. [2 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]**

**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. [2 lessons]**

**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). [1 lesson]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 2**

**Week 3**

**Weekly Concept:** Animal Habitats

**Essential Question:** What are features of different animal habitats?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [4 lessons]**

**L.2.1.a Use collective nouns (e.g., group). [2 lessons]**

**L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [1 lesson]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [10 lessons]**

**L.2.2.a Capitalize holidays, product names, and geographic names. [5 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [4 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [7 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [2 lessons]**

**L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [2 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [2 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [2 lessons]**

**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). [5 lessons]**

**R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [1 lesson]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [19 lessons]**

**RF.2.3.d Decode words with common prefixes and suffixes. [8 lessons]**

**RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [1 lesson]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [3 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [10 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [7 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [10 lessons]**

**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. [14 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [12 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [1 lesson]**

**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. [2 lessons]**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [1 lesson]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [6 lessons]**

**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. [1 lesson]**

**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. [1 lesson]**

**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. [10 lessons]**

**SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**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. [4 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [3 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 2**

**Week 4**

**Weekly Concept:** Baby Animals

**Essential Question:** How are offspring like their parents?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [6 lessons]**

**L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [3 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [6 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [4 lessons]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [4 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [3 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [1 lesson]**

**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). [4 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [28 lessons]**

**RF.2.3.d Decode words with common prefixes and suffixes. [10 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [1 lesson]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [10 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [6 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [10 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]**

**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. [20 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [14 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [1 lesson]**

**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. [1 lesson]**

**RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [1 lesson]**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [2 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [3 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [1 lesson]**

**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. [1 lesson]**

**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. [6 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**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. [3 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

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**3.1.B.a Identify and sequence life cycles (birth, growth, and development, reproduction and death) of animals (i.e., butterfly, frog, chicken, snake, dog) [14 lessons]**

**3.1.B.b Record observations on the life cycle of different animals (e.g., butterfly, dog, frog, chicken, snake) [14 lessons]**

**Unit 2**

**Week 5**

**Weekly Concept:** Animals in Poems

**Essential Question:** What do we love about animals

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [6 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [8 lessons]**

**L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. [5 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [3 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [6 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [2 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [1 lesson]**

**L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [8 lessons]**

**L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [7 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [2 lessons]**

**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). [4 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [24 lessons]**

**RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [1 lesson]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [5 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [13 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [6 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [13 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [7 lessons]**

**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. [3 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [5 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [9 lessons]**

**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. [7 lessons]**

**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. [11 lessons]**

**SL.2.1.a 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). [2 lessons]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [1 lesson]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.9 (Begins in grade 4) [1 lesson]**

**Unit 2**

**Week 6**

**Weekly Concept:** Animal Discoveries

**Essential Question:** How do animals play a part in the world around us?

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [5 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [5 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [5 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]**

**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. [1 lesson]**

**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. [4 lessons]**

**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. [1 lesson]**

**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. [2 lessons]**

**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. [3 lessons]**

**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. [1 lesson]**

**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). [2 lessons]**

**Early December = Benchmark Testing**

**Part 1: Reading Answer Key Name:**

**Question Correct**

**Answer Content Focus CCSS Complexity**

**1 D Plot: Problem and Solution RL.2.5 DOK 2**

**2 I Multiple-Meaning Words L.2.4a DOK 2**

**3 A Context Clues: Sentence Clues L.2.4a DOK 2**

**4 F Key Details RL.2.1 DOK 1**

**5 C Text Features: Illustrations RL.2.7 DOK 2**

**6 G Character, Setting, Events RL.2.3 DOK 2**

**7 B Character, Setting, Plot RL.2.5 DOK 3**

**8 H Character, Setting, Events RL.2.3 DOK 3**

**9 A Character, Setting, Plot RL.2.3 DOK 3**

**10 I Main Idea and Key Details RI.2.2 DOK 2**

**11 A Main Topic and Key Details RI.2.2 DOK 2**

**12 H Author’s Purpose RI.2.8 DOK 3**

**13 C Text Features RI.2.7 DOK 2**

**14 H Text Features RI.2.7 DOK 2**

**15 A Main Topic and Key Details RI.2.1 DOK 2**

**16 F Similes L.2.6 DOK 2**

**17 A Main Topic and Key Details RI.2.1 DOK 1**

**18 G Main Idea and Key Details RI.2.2 DOK 2**

**19 A Root Words L.2.4c DOK 1**

**20 I Author’s Purpose RI.2.6 DOK 3**

**21 D Synonyms L.4.5c DOK 2**

**22 H Multiple-Meaning Words L.2.4a DOK 2**

**23 C Plot: Sequence RL.2.5 DOK 2**

**24 G Text Features RL.2.7 DOK 2**

**25 C Literary Element: Rhyme RL.2.4 DOK 2**

**Benchmark Assessment • Benchmark 1 Grade 2 47**

**Unit 3 = Early December thru Early Febuary**

**Week 1**

**Weekly Concept:** The Earth’s Forces

**Essential Question:** How do the earth’s forces affect us?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [5 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [5 lessons]**

**L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. [4 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [2 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [4 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [2 lessons]**

**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). [3 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [29 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [6 lessons]**

**RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [3 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [5 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [12 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [10 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [13 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [2 lessons]**

**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. [13 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [2 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [2 lessons]**

**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. [2 lessons]**

**RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [9 lessons]**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [1 lesson]**

**RI.2.8 Describe how reasons support specific points the author makes in a text. [5 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [3 lessons]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [3 lessons]**

**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. [2 lessons]**

**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. [2 lessons]**

**RL.2.8 (Not applicable to literature) [1 lesson]**

**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. [11 lessons]**

**SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [1 lesson]**

**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. [5 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [2 lessons]**

**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. [1 lesson]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**MISSOURI > SCIENCE > 2008 > GRADE AND COURSE LEVEL EXPECTATIONS**

**2 Properties and Principles of Force and Motion [6 lessons]**

**2.2 Forces affect motion [6 lessons]**

**2.2.A Forces are classified as either contact (pushes, pulls, friction, buoyancy) or non-contact forces (gravity, magnetism), that can be described in terms of direction and magnitude [6 lessons]**

**2.2.A.a Identify magnets attract and repel each other and certain materials [2 lessons]**

**2.2.A.b Describe magnetism as a force that can push or pull other objects without touching them [2 lessons]**

**2.2.B.a Describe Earth’s gravity as a force that pulls objects on or near the Earth toward the Earth without touching the object [12 lessons]**

**2.2.C Magnetic forces are related to electrical forces as different aspects of a single electromagnetic force [2 lessons]**

**2.2.D.a Describe the direction and amount of force (i.e., direction of push or pull, strong/weak push or pull) needed to change an object’s motion (i.e., faster/slower, change in direction) [6 lessons]**

**2.2.D.b Describe and compare the distances traveled by heavier/lighter objects after applying the same amount of force (i.e., push or pull) in the same direction [6 lessons]**

**2.2.E Perpendicular forces act independently of each other [6 lessons]**

**6.2 Regular and predictable motions of objects in the universe can be described and explained as the result of gravitational forces [12 lessons]**

**NATIONAL > SCIENCE > 1996 > NSTA NATIONAL SCIENCE EDUCATION STANDARDS**

**2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [5 lessons]**

**A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [5 lessons]**

**B.2.3 The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull. [6 lessons]**

**B.3.4 Magnets attract and repel each other and certain kinds of other materials. [2 lessons]**

**Unit 3**

**Week 2**

**Weekly Concept:** Look at the Sky

**Essential Question:** What can we see in the sky?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [6 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [5 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [4 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**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. [3 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]**

**L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [3 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [2 lessons]**

**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). [2 lessons]**

**R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. [1 lesson]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [19 lessons]**

**RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [4 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [10 lessons]**

**RF.2.3.c Decode regularly spelled two-syllable words with long vowels. [5 lessons]**

**RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [3 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [1 lesson]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [9 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [7 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [8 lessons]**

**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. [1 lesson]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [2 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [8 lessons]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [2 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [1 lesson]**

**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. [1 lesson]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [17 lessons]**

**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. [2 lessons]**

**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. [11 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]**

**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. [6 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [3 lessons]**

**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. [1 lesson]**

**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). [1 lesson]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**MISSOURI > SCIENCE > 2008 > GRADE AND COURSE LEVEL EXPECTATIONS**

**5.1.C The atmosphere (air) is composed of a mixture of gases, including water vapor, and minute particles [12 lessons]**

**NATIONAL > SCIENCE > 1996 > NSTA NATIONAL SCIENCE EDUCATION STANDARDS**

**2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [1 lesson]**

**A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [1 lesson]**

**D.3.2 Weather changes from day to day and over the seasons. Weather can be described by measurable quantities, such as temperature, wind direction and speed, and precipitation. [12 lessons]**

**Unit 3**

**Week 3**

**Weekly Concept:** Ways People Help

**Essential Question:** How can people help out their community?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [7 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [10 lessons]**

**L.2.2.b Use commas in greetings and closings of letters. [1 lesson]**

**L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. [2 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [4 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [3 lessons]**

**L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [5 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [2 lessons]**

**L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [1 lesson]**

**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). [3 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [20 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [17 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [2 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [9 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [6 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [9 lessons]**

**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. [13 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [2 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [3 lessons]**

**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. [1 lesson]**

**RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [14 lessons]**

**RI.2.8 Describe how reasons support specific points the author makes in a text. [8 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [2 lessons]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [1 lesson]**

**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. [11 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [4 lessons]**

**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. [4 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 3**

**Week 4**

**Weekly Concept:** Weather Alert!

**Essential Question:** How does weather affect us?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [8 lessons]**

**L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [4 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [7 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [5 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [2 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [5 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [3 lessons]**

**L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [2 lessons]**

**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). [3 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [20 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [19 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [2 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [7 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [5 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [7 lessons]**

**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. [18 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [13 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [3 lessons]**

**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. [1 lesson]**

**RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [1 lesson]**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [1 lesson]**

**RI.2.8 Describe how reasons support specific points the author makes in a text. [1 lesson]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [5 lessons]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [1 lesson]**

**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. [7 lessons]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [3 lessons]**

**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. [2 lessons]**

**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. [1 lesson]**

**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. [4 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from pro**

**Unit 3**

**Week 5**

**Weekly Concept:** Express Yourself

**Essential Question:** How do you express yourself?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [3 lessons]**

**L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). [6 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [6 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [5 lessons]**

**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. [3 lessons]**

**L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [3 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [2 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [3 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [2 lessons]**

**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). [3 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [24 lessons]**

**RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [16 lessons]**

**RF.2.3.c Decode regularly spelled two-syllable words with long vowels. [9 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [4 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [13 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [5 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [13 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [6 lessons]**

**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. [18 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [12 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [4 lessons]**

**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. [3 lessons]**

**RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [1 lesson]**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [3 lessons]**

**RI.2.8 Describe how reasons support specific points the author makes in a text. [1 lesson]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [1 lesson]**

**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. [7 lessons]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**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. [4 lessons]**

**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. [2 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [1 lesson]**

**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. [1 lesson]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [2 lessons]**

**Unit 3**

**Week 6**

**Weekly Concept:** Live and Learn

**Essential Question:** What have you learned about the world that surprises you?

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [5 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [5 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [5 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]**

**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. [1 lesson]**

**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. [1 lesson]**

**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. [4 lessons]**

**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. [1 lesson]**

**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. [1 lesson]**

**SL.2.1.a 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). [2 lessons]**

**SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. [1 lesson]**

**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. [2 lessons]**

**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. [1 lesson]**

**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). [1 lesson]**

**Unit 4 –Febuary thur late March**

**Week 1**

**Weekly Concept:** Different Places

**Essential Question:** What makes different parts of the world different?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [6 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [11 lessons]**

**L.2.2.a Capitalize holidays, product names, and geographic names. [2 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [6 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**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. [3 lessons]**

**L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [1 lesson]**

**L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [3 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [3 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [1 lesson]**

**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). [3 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [31 lessons]**

**RF.2.3.d Decode words with common prefixes and suffixes. [8 lessons]**

**RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [2 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [6 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [7 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [7 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [8 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]**

**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. [10 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [1 lesson]**

**RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [10 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [3 lessons]**

**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. [2 lessons]**

**RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [1 lesson]**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [2 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [9 lessons]**

**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. [2 lessons]**

**SL.2.1.a 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). [4 lessons]**

**SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [3 lessons]**

**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. [2 lessons]**

**SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]**

**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. [3 lessons]**

**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. [1 lesson]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [3 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 4**

**Week 2**

**Weekly Concept:** Earth Changes

**Essential Question:** How does the earth change?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [4 lessons]**

**L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [5 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [3 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [2 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**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. [5 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [3 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [1 lesson]**

**L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [3 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [3 lessons]**

**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). [2 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [25 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [10 lessons]**

**RF.2.3.d Decode words with common prefixes and suffixes. [4 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [4 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [10 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [6 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [10 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [2 lessons]**

**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. [3 lessons]**

**RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. [1 lesson]**

**RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [14 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [1 lesson]**

**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. [2 lessons]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [1 lesson]**

**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. [1 lesson]**

**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. [3 lessons]**

**SL.2.1.a 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). [4 lessons]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [1 lesson]**

**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. [3 lessons]**

**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. [1 lesson]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [3 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [3 lessons]**

**NATIONAL > SCIENCE > 1996 > NSTA NATIONAL SCIENCE EDUCATION STANDARDS**

**2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [9 lessons]**

**2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [9 lessons]**

**2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [9 lessons]**

**A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [9 lessons]**

**A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [9 lessons]**

**A.1.4 Use data to construct a reasonable explanation. [9 lessons]**

**A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [9 lessons]**

**A.1.5 Communicate investigations and explanations. [9 lessons]**

**A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [9 lessons]**

**A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [9 lessons]**

**A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [9 lessons]**

**A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [9 lessons]**

**A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [9 lessons]**

**A.2.6 Scientists review and ask questions about the results of other scientists' work. [9 lesso**

**Unit 4**

**Week 3**

**Weekly Concept:** Our Culture Makes Us Special

**Essential Question:** How are kids around the world different?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [8 lessons]**

**L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [7 lessons]**

**L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [4 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [11 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [5 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**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. [3 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [2 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [4 lessons]**

**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). [5 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [24 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [7 lessons]**

**RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [5 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [1 lesson]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [9 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [5 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [8 lessons]**

**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. [2 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [4 lessons]**

**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. [2 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [11 lessons]**

**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. [1 lesson]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [4 lessons]**

**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. [1 lesson]**

**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. [7 lessons]**

**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. [4 lessons]**

**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. [2 lessons]**

**SL.2.1.a 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). [4 lessons]**

**SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**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. [4 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [3 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [2 lessons]**

**Unit 4**

**Week 4**

**Weekly Concept:** Folktales About Nature

**Essential Question:** How can we understand nature?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [9 lessons]**

**L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). [6 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [11 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [4 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [3 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [3 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [2 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [4 lessons]**

**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). [3 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [27 lessons]**

**RF.2.3.d Decode words with common prefixes and suffixes. [1 lesson]**

**RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [13 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [3 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [11 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [7 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [12 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [1 lesson]**

**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. [2 lessons]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [12 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [2 lessons]**

**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. [1 lesson]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [5 lessons]**

**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. [1 lesson]**

**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. [8 lessons]**

**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. [4 lessons]**

**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. [5 lessons]**

**SL.2.1.a 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). [3 lessons]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**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. [1 lesson]**

**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. [3 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [6 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [2 lessons]**

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**2.1 Evidence consists of observations and data on which to base scientific explanations. Using evidence to understand interactions allows individuals to predict changes in natural and designed systems. [2 lessons]**

**2.2 Models are tentative schemes or structures that correspond to real objects, events, or classes of events, and that have explanatory power. Models help scientists and engineers understand how things work. Models take many forms, including physical objects, plans, mental constructs, mathematical equations, and computer simulations. [2 lessons]**

**2.3 Scientific explanations incorporate existing scientific knowledge and new evidence from observations, experiments, or models into internally consistent, logical statements. Different terms, such as "hypothesis," "model," "law," "principle," "theory," and "paradigm" are used to describe various types of scientific explanations. As students develop and as they understand more science concepts and processes, their explanations should become more sophisticated. That is, their scientific explanations should more frequently include a rich scientific knowledge base, evidence of logic, higher levels of analysis, greater tolerance of criticism and uncertainty, and a clearer demonstration of the relationship between logic, evidence, and current knowledge. [2 lessons]**

**A.1.1.a This aspect of the standard emphasizes students asking questions that they can answer with scientific knowledge, combined with their own observations. Students should answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations. [2 lessons]**

**A.1.2.a In the earliest years, investigations are largely based on systematic observations. As students develop, they may design and conduct simple experiments to answer questions. The idea of a fair test is possible for many students to consider by fourth grade. [2 lessons]**

**A.1.4 Use data to construct a reasonable explanation. [2 lessons]**

**A.1.4.a This aspect of the standard emphasizes the students' thinking as they use data to formulate explanations. Even at the earliest grade levels, students should learn what constitutes evidence and judge the merits or strength of the data and information that will be used to make explanations. After students propose an explanation, they will appeal to the knowledge and evidence they obtained to support their explanations. Students should check their explanations against scientific knowledge, experiences, and observations of others. [2 lessons]**

**A.1.5 Communicate investigations and explanations. [2 lessons]**

**A.1.5.a Students should begin developing the abilities to communicate, critique, and analyze their work and the work of other students. This communication might be spoken or drawn as well as written. [2 lessons]**

**A.2.2 Scientists use different kinds of investigations depending on the questions they are trying to answer. Types of investigations include describing objects, events, and organisms; classifying them; and doing a fair test (experimenting). [2 lessons]**

**A.2.3 Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses. [2 lessons]**

**A.2.4 Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations. [2 lessons]**

**A.2.5 Scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations. [2 lessons]**

**A.2.6 Scientists review and ask questions about the results of other scientists' work. [2 lessons]**

**Unit 4**

**Week 5**

**Weekly Concept:** Poems About Nature

**Essential Question:** What excites us about nature?

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [6 lessons]

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [9 lessons]

L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. [4 lessons]

L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [7 lessons]

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]

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. [2 lessons]

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [1 lesson]

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [6 lessons]

L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [4 lessons]

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). [5 lessons]

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [32 lessons]

RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [6 lessons]

RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [4 lessons]

RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [8 lessons]

RF.2.4.a Read on-level text with purpose and understanding. [4 lessons]

RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [8 lessons]

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [1 lesson]

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. [6 lessons]

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [13 lessons]

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. [12 lessons]

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. [1 lesson]

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. [4 lessons]

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. [1 lesson]

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. [3 lessons]

SL.2.1.a 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). [6 lessons]

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]

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. [2 lessons]

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. [1 lesson]

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]

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. [3 lessons]

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). [2 lessons]

W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [4 lesson

**Unit 4**

**Week 6**

**Weekly Concept:** Our Life, Our World

**Essential Question:** How do different environments make the world an interesting place?

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [5 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [5 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [5 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]**

**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. [1 lesson]**

**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. [3 lessons]**

**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. [1 lesson]**

**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. [2 lessons]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others. [1 lesson]**

**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. [3 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [1 lesson]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question.**

**Unit 5 = Late March to Late April**

**Week 1**

**Weekly Concept:** Being a Good Citizen

**Essential Question:** What do good citizens do?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [11 lessons]**

**L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). [7 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [4 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [3 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**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. [4 lessons]**

**L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [3 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [1 lesson]**

**L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [3 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [3 lessons]**

**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). [3 lessons]**

**R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [2 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [9 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [15 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [2 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [6 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [3 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [6 lessons]**

**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. [1 lesson]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [3 lessons]**

**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. [1 lesson]**

**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. [1 lesson]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [3 lessons]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [2 lessons]**

**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. [12 lessons]**

**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. [4 lessons]**

**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. [2 lessons]**

**SL.2.1.a 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). [2 lessons]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**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. [1 lesson]**

**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. [2 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]**

**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. [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 5**

**Week 2**

**Weekly Concept:** Cooperation Works!

**Essential Question:** How do people get along?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [9 lessons]**

**L.2.1.c Use reflexive pronouns (e.g., myself, ourselves). [6 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [3 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [2 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [4 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [3 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [3 lessons]**

**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). [4 lessons]**

**R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [2 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [14 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [24 lessons]**

**RF.2.3.d Decode words with common prefixes and suffixes. [2 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [3 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [9 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [7 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [9 lessons]**

**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. [2 lessons]**

**RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [1 lesson]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [2 lessons]**

**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. [1 lesson]**

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. [1 lesson]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [3 lessons]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [5 lessons]**

**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. [12 lessons]**

**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. [4 lessons]**

**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. [3 lessons]**

**SL.2.1.a 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). [6 lessons]**

**SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]**

**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. [1 lesson]**

**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. [3 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [4 lessons]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 5**

**Week 3**

**Weekly Concept:** Our Heroes

**Essential Question:** What do heroes do?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [6 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [12 lessons]**

**L.2.2.a Capitalize holidays, product names, and geographic names. [4 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [5 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [2 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [3 lessons]**

**L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [2 lessons]**

**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). [5 lessons]**

**R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. [5 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [14 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [17 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [4 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [10 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [8 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [10 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]**

**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. [3 lessons]**

**RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [12 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [3 lessons]**

**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. [2 lessons]**

**RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [1 lesson]**

**RI.2.8 Describe how reasons support specific points the author makes in a text. [1 lesson]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [1 lesson]**

**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. [2 lessons]**

**SL.2.1.a 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). [3 lessons]**

**SL.2.1.b Build on others’ talk in conversations by linking their comments to the remarks of others. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [3 lessons]**

**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. [2 lessons]**

**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. [8 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [1 lesson]**

**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. [2 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [1 lesson]**

**Unit 5**

**Week 4**

**Weekly Concept:** Preserving Our Earth

**Essential Question:** How can we protect the earth?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [1 lesson]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [5 lessons]**

**L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. [6 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [1 lesson]**

**L.2.3.a Compare formal and informal uses of English. [1 lesson]**

**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. [3 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [4 lessons]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [3 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [4 lessons]**

**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). [5 lessons]**

**R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [6 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [14 lessons]**

**RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [26 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [6 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [11 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [8 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [12 lessons]**

**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. [2 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [3 lessons]**

**RL.2.3 Describe how characters in a story respond to major events and challenges. [11 lessons]**

**RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [1 lesson]**

**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. [2 lessons]**

**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. [4 lessons]**

**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. [2 lessons]**

**SL.2.1.a 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). [4 lessons]**

**SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [2 lessons]**

**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. [2 lessons]**

**SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]**

**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. [1 lesson]**

**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. [2 lessons]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [3 lessons]**

**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. [3 lessons]**

**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). [2 lessons]**

**W.2.8 Recall information from experiences or gather information from provided sources to answer a question. [2 lessons]**

**MISSOURI > SCIENCE > 2008 > GRADE AND COURSE LEVEL EXPECTATIONS**

**1.2.A Forms of energy have a source, a means of transfer (work and heat), and a receiver [2 lessons]**

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**B.3 Light, heat, electricity, and magnetism [2 lessons]**

**B.3.2 Heat can be produced in many ways, such as burning, rubbing, or mixing one substance with another. Heat can move from one object to another by conduction. [2 lessons]**

**Unit 5**

**Week 5**

**Weekly Concept:** Rights and Rules

**Essential Question:** Why are rules important?

**L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [6 lessons]**

**L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [13 lessons]**

**L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil). [4 lessons]**

**L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. [4 lessons]**

**L.2.3.a Compare formal and informal uses of English. [6 lessons]**

**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. [3 lessons]**

**L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [4 lessons]**

**L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [1 lesson]**

**L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. [2 lessons]**

**L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [5 lessons]**

**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). [4 lessons]**

**R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. [3 lessons]**

**RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. [9 lessons]**

**RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. [1 lesson]**

**RF.2.3.c Decode regularly spelled two-syllable words with long vowels. [1 lesson]**

**RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences. [16 lessons]**

**RF.2.3.f Recognize and read grade-appropriate irregularly spelled words. [5 lessons]**

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [13 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [5 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [13 lessons]**

**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. [2 lessons]**

**RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [16 lessons]**

**RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. [3 lessons]**

**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. [2 lessons]**

**RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. [1 lesson]**

**RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. [4 lessons]**

**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. [3 lessons]**

**SL.2.1.a 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). [4 lessons]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [3 lessons]**

**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. [2 lessons]**

**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. [3 lessons]**

**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. [1 lesson]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [3 lessons]**

**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. [3 lessons]**

**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). [2 lessons]**

**W.2.9 (Begins in grade 4) [1 lesson]**

**Unit 5**

**Week 6**

**Weekly Concept:** Let's Make a Difference

**Essential Question:** How can people make a difference?

**RF.2.4 Read with sufficient accuracy and fluency to support comprehension. [6 lessons]**

**RF.2.4.a Read on-level text with purpose and understanding. [6 lessons]**

**RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [6 lessons]**

**RF.2.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]**

**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. [1 lesson]**

**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. [4 lessons]**

**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. [1 lesson]**

**SL.2.1.a 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). [1 lesson]**

**SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [1 lesson]**

**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. [1 lesson]**

**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. [2 lessons]**

**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. [1 lesson]**

**W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [1 lesson]**

**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. [2 lessons]**

**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). [2 lessons]**

**Late April –Benchmark Testing**

**Part 1: Reading Answer Key Name:**

**Question Correct**

**Answer Content Focus CCSS Complexity**

**1 B Character, Setting, Events RL.2.3 DOK 2**

**2 F Point of View RL.2.6 DOK 3**

**3 B Literary Elements: Rhythm RL.2.4 DOK 2**

**4 H Synonyms L.4.5c DOK 2**

**5 D Plot: Sequence RL.2.5 DOK 2**

**6 G Plot: Problem and Solution RL.2.5 DOK 2**

**7 C Key Details RL.2.1 DOK 2**

**8 H Text Features RL.2.7 DOK 2**

**9 A Theme RL.2.2 DOK 3**

**10 G Character, Setting, Events RL.2.3 DOK 2**

**11 B Plot: Compare and Contrast RL.2.5 DOK 2**

**12 H Synonyms L.4.5c DOK 2**

**13 D Connections Within Text: Sequence RI.2.3 DOK 2**

**14 I Main Idea and Key Details RI.2.2 DOK 2**

**15 A Main Idea and Key Details RI.2.1 DOK 2**

**16 G Author’s Purpose RI.2.6 DOK 3**

**17 D Root Words L.2.4c DOK 1**

**18 H Text Features RI.2.7 DOK 1**

**19 A Multiple-Meaning Words L.2.4a DOK 2**

**20 I Main Idea and Key Details RI.2.2 DOK 2**

**21 C Antonyms L.4.5c DOK 2**

**22 I Text Features RI.2.7 DOK 2**

**23 D Author’s Purpose RI.2.8 DOK 3**

**24 H Text Features RI.2.7 DOK 1**

**25 D Context Clues: Sentence Clues L.2.4a DOK 2**

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**Question Correct**

**Answer Content Focus CCSS Complexity**

**26 G Main Idea and Key Details RI.2.2 DOK 2**

**27 A Author’s Purpose RI.2.8 DOK 3**

**28 H Similes L.2.6 DOK 2**

**29 A Author’s Purpose RI.2.6 DOK 3**

**30 G Plot: Sequence RL.2.5 DOK 2**

**31 D Character, Setting, Events RL.2.3 DOK 2**

**32 H Plot: Problem and Solution RL.2.5 DOK 2**

**33 A Idioms L.4.5b DOK 2**

**34 H Literary Elements: Repetition RL.2.4 DOK 2**

**35 C Text Features RL.2.7 DOK 2**

**36 H Point of View RL.2.6 DOK 3**

**37 B Key Details RL.2.1 DOK 1**

**38 I Plot: Compare and Contrast RL.2.5 DOK 2**

**39 B Point of View RL.2.6 DOK 3**

**40 I Theme RL.2.2 DOK 3**

**41 B Main Idea and Key Details RI.2.2 DOK 2**

**42 I Author’s Purpose RI.2.8 DOK 3**

**43 C Author’s Purpose RI.2.8 DOK 3**

**44 G Main Idea and Key Details RI.2.1 DOK 2**

**45 A Text Features RI.2.7 DOK 2**

**46 G Inflectional Endings L.1.4c DOK 1**

**47 D Main Idea and Key Details RI.2.2 DOK 2**

**48 I Multiple-Meaning Words L.2.4a DOK 2**

**49 C Text Features RI.2.7 DOK 2**

**50 F Text Features RI.2.7 DOK 2**

**Part 1: Reading Answer Key Name:**

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**Part 2: Writing Answer Key Name:**

**Question Correct**

**Answer Content Focus CCSS Complexity**

**1 A Prewriting: Organization W.2.2 DOK 2**

**2 H Prewriting: Organization W.2.2 DOK 2**

**3 B Prewriting: Organization W.2.2 DOK 2**

**4 I Prewriting: Organization W.2.2 DOK 2**

**5 C The Verb Have L.2.1 DOK 1**

**6 G More Plural Nouns L.2.1b DOK 1**

**7 A Pronouns I and Me, We and Us L.2.1 DOK 1**

**8 G Past and Future Tense Verbs L.2.1 DOK 1**

**9 A Irregular Verbs L.2.1d DOK 1**

**10 H Statements and Questions L.2.2 DOK 1**

**11 B Contractions L.2.2c DOK 1**

**12 G Commands and Exclamations L.2.2 DOK 1**

**13 A Combining and Rearranging Sentences L.2.1f DOK 2**

**14 H Expanding and Combining Sentences L.2.1f DOK 2**

**15 C Possessive Nouns L.2.2c DOK 1**

**16 H The Verb Have L.2.1 DOK 1**

**17 B Adverbs and Prepositional Phrases L.2.1e DOK 1**

**18 G Kinds of Nouns L.2.2a DOK 1**

**19 C Pronouns I and Me, We and Us L.2.1 DOK 1**

**20 H Adverbs and Prepositional Phrases L.2.1e DOK 1**

**21 C Possessive Nouns L.2.2c DOK 1**

**22 G Adjectives L.2.1e DOK 1**

**23 B Adjectives that Compare L.2.1e DOK 1**

**24 G Adjectives and Adverbs L.2.1e DOK 1**

**25 C More Plural Nouns L.2.1b DOK 1**

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**Question Correct**

**Answer Content Focus CCSS Complexity**

**26 G Present Tense Verbs L.2.1 DOK 1**

**27 A Contractions L.2.2c DOK 1**

**28 F Adjectives L.2.1e DOK 1**

**29 C Contractions L.2.2c DOK 1**

**30 H Adjectives and Adverbs L.2.1e DOK 1**

**31 B Present Tense Verbs L.2.1 DOK 1**

**32 G Contractions L.2.2c DOK 1**

**33 A Statements and Questions L.2.2 DOK 1**

**34 G Irregular Verbs L.2.1d DOK 1**

**35 D Combining and Rearranging Sentences L.2.1f DOK 2**

**36 I Kinds of Nouns L.2.1 DOK 1**

**37 C Adjectives that Compare L.2.1e DOK 1**

**38 G Expanding and Combining Sentences L.2.1f DOK 2**

**39 C Past and Future Tense L.2.1 DOK 1**

**40 H Commands and Exclamations L.2.2 DOK 1**

**Prompt See**

**below Informative Writing W.2.2 DOK 3**