

2nd Grade English Language Arts

Pacing Guide and Unpacked Standards



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Groveport Madison ELA Pacing Guides

2nd	Reading Foundational Skills	Reading Literature	Reading Information	Writing	Speaking & Listening	Language
1st 9 wks	<u>RF.2.3 (a,b,c,d,e,f)</u> Apply phonics & word analysis <u>RF.2.4 (a,b,c)</u> Read with accuracy & fluency	<u>RL.2.1</u> Ask & answer w/text evidence <u>RL.2.2</u> Analyze text development to determine theme; to retell stories & fables <u>RL.2.6</u> Distinguish point of view of characters/narrator <u>RL.2.7</u> Use text illustrations to describe story elements	<u>RI.2.1</u> Identify key details <u>RI.2.2 (a,b)</u> Identify main topic of multiparagraph text & of single paragraph <u>RI.2.6</u> Identify author's purpose <u>RI.2.7</u> Explain images & diagrams to clarify text	<u>W.2.3</u> Write narrative pieces <u>W.2.5</u> Plan, edit & revise	<u>SL.2.1</u> Converse collaboratively <u>SL.2.2</u> Recount key details information presented orally/ other media)	<u>L.2.1(a,b,c,d,e,f)</u> Demonstrate grammar/usage <u>L.2.2 (a,b,c,d,e)</u> Demonstrate capitalization/ punctuation/ spelling
2nd 9 wks	<u>RF.2.3 (a,b,c,d,e,f)</u> Apply phonics & word analysis <u>RF.2.4 (a,b,c)</u> Read with accuracy & fluency	<u>RL.2.2</u> Analyze text development to determine theme; to retell stories & fables <u>RL.2.3</u> Describe character responses <u>RL.2.5</u> Analyze structure/text features <u>RL.2.9</u> Compare/contrast 2 or more versions of same story <u>RL.2.1.</u> Ask & answer w/text evidence	<u>RI.2.2(a,b)</u> Identify main topic of multiparagraph text & of single paragraph <u>RI.2.3</u> Describe connection between concepts or events <u>RI.2.5</u> Analyze structure/text features <u>RI.2.9</u> Compare/contrast same topic different text <u>RI.2.1.</u> Identify key details	<u>W.2.1</u> Write opinion pieces <u>W.2.2</u> Write Informational pieces <u>W.2.5</u> Plan, edit & revise <u>W.2.6</u> Use digital tools to produce, publish & collaborate	<u>SL.2.1</u> Converse collaboratively <u>SL.2.3</u> Ask & answer questions to understand speakers <u>SL.2.4</u> Describe/recount stories and experiences <u>SL.2.5</u> Add visuals, audio, multimedia to stories/ presentations	<u>L.2.1(a,b,c,d,e,f)</u> Demonstrate grammar/usage <u>L.2.2(a,b,c,d,e)</u> Demonstrate capitalization/ punctuation/ spelling <u>L.2.4(a,b,c,d,e)</u> Determine unknown/multiple meaning words & phrases
3rd 9 wks	<u>RF.2.3 (a,b,c,d,e,f)</u> Apply phonics & word analysis <u>RF.2.4 (a,b,c)</u> Read with accuracy & fluency	<u>RL.2.4</u> Describe rhythm & meaning <u>RL.2.5</u> Analyze structure/text features <u>RL.2.6</u> Distinguish point of view of characters/narrator <u>RL.2.7</u> Use text illustrations to describe story elements	<u>RI.2.8</u> Identify & describe author's main point and reasons to support point <u>RI.2.6</u> Identify author's purpose <u>RI.2.4</u> Determine meaning of words & phrases <u>RI.2.5</u> Analyze structure/text features <u>RI.2.7</u> Explain images & diagrams to clarify text	<u>W.2.1</u> Write opinion pieces <u>W.2.2</u> Write Informational pieces <u>W.2.5</u> Plan, edit & revise <u>W.2.6</u> Use digital tools to produce, publish & collaborate	<u>SL.2.1</u> Converse collaboratively <u>SL.2.3</u> Ask & answer questions to understand speakers information <u>SL.2.5</u> Add visuals, audio, multimedia to stories/ presentations	<u>L.2.1 (a,b,c,d,e,f)</u> Demonstrate grammar/usage <u>L.2.2 (a,b,c,d,e)</u> Demonstrate capitalization/ punctuation/ spelling <u>L.2.3 (a)</u> Use knowledge of language <u>L.2.5 (a,b.)</u> Understand word relationships
4th 9 wks	<u>RF.2.3 (a,b,c,d,e,f)</u> Apply phonic & word analysis <u>RF.2.4 (a,b,c)</u> Read with accuracy & fluency	<u>RL.2.3</u> Describe character responses <u>RL.2.4</u> Describe rhythm & meaning <u>RL.2.9</u> Compare/contrast 2 or more versions of same story <u>RL.2.10</u> Read & comprehend complex text & poetry/make text to self and text to text connections	<u>RI.2.3</u> Describe connection between concepts or events <u>RI.2.4</u> Determine meaning of words & phrases <u>RI.2.8</u> Identify & describe author's main point and reasons to support point <u>RI.2.9</u> Compare/contrast same topic different text <u>RI.2.10</u> Read & comprehend complex informational text	<u>W.2.7</u> Read/write shared research <u>W.2.8</u> Recall information from sources <u>W.2.5</u> Plan, edit, revise <u>W.2.6</u> Use digital tools to, publish & collaborate	<u>SL.2.1</u> Converse collaboratively <u>SL.2.2</u> Recount key details information presented orally/ other media <u>SL.2.6</u> Speak for task/situation	<u>L.2.1(a,b,c,d,e,f)</u> Demonstrate grammar/usage <u>L.2.4(a,b,c,d,e)</u> Determine unknown/multiple meaning words & phrases <u>L.2.6</u> Use new words & phrases

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

RL 2.1	Standard: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Essential Question(s) <ul style="list-style-type: none">❑ How can question stems help me demonstrate understanding of the text? Essential Skills <ul style="list-style-type: none">❑ Students Ask questions❑ Answer questions (who, what, where, when, why)❑ Understand which details are more important to the story.❑ Demonstrate how the key details support or move the story forward		Vocabulary <ul style="list-style-type: none">❑ question❑ answer❑ demonstrate❑ key details❑ understanding❑ text❑ details❑ information
Question Stems <ul style="list-style-type: none">❑ Who is this story about?❑ Where did it take place?❑ Which of these details is really important to the story?❑ How does knowing where the story takes place, help us understand the story?❑ Where in the passage did you find that key detail?❑ How do you know that is a key detail?❑ What might you want to know about...?❑ Don't forget to ask yourself/partner<ul style="list-style-type: none">❑ What does this character want?❑ Who are the main characters?❑ What is the author trying to tell the audience?❑ What is the main message of the story?		Key Strategies <ul style="list-style-type: none">• Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? Does that make sense?• Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together.• Point out particular vocabulary which might be difficult for them• Model asking and answering who, what, where, when, why, and how questions.• Guide students to use text evidence to support their thinking.• Guide students to respond orally and in writing by answering who, what, when, where, why, and how questions in relation to literature
RL1.1: Ask and answer questions about key details in a text.		RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

RL 2.2	Standard: Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures.	Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Essential Question(s) <input type="checkbox"/> Why is using key details from the story important in retelling the story? <input type="checkbox"/> How can I use the details of the text to express the theme? <input type="checkbox"/> How do readers determine the central message, lesson, or moral from culturally diverse texts Essential Skills <input type="checkbox"/> Retell details from stories, fables, folktales from different cultures. <input type="checkbox"/> Identify fables and folktales for diverse cultures. <input type="checkbox"/> Define diverse cultures. <input type="checkbox"/> Determine the ‘big idea’ about the lesson or moral of story. <input type="checkbox"/> Synthesize the message and connect to other stories or lessons.		Vocabulary <input type="checkbox"/> recount <input type="checkbox"/> fables <input type="checkbox"/> determine <input type="checkbox"/> central message <input type="checkbox"/> moral <input type="checkbox"/> resolution <input type="checkbox"/> sequence <input type="checkbox"/> problem <input type="checkbox"/> theme
Question Stems <input type="checkbox"/> What is the central message in this story, fable, or folktale? <input type="checkbox"/> Determine and verbalize the problem/conflict and resolution in the story, fable, or folktale. <input type="checkbox"/> What is the moral of the story? fable? folktale? <input type="checkbox"/> How is this story, fable, folktale different from what you already know? <input type="checkbox"/> Where does this story come from?		Key Strategies <ul style="list-style-type: none">● Model how to retell, beginning with the characters and sequence of events.● Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.● The teacher’s role should be to respond to students, to clarify concepts & vocabulary which are unclear during reading.● Model synthesizing the main events to determine the central message, lesson or moral● Model recounting using a graphic organizer● Provide opportunities to orally recount stories
RL 1.2: Retell stories, including key details, and demonstrating understanding of their central message or lesson.		RL 3.2: Recount stories, including, fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

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RL 2.3	Standard: Describe how characters in a story respond to major events and challenges.	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<div><div><div>Essential Question(s)<ul style="list-style-type: none">❑ What role do characters play in a story?❑ How do characters react to story elements?</div><div>Essential Skills<ul style="list-style-type: none">❑ Understand sequence of events in a story❑ Identify major and minor events in a story❑ Identify major and minor characters in a story❑ Describe how characters face different events and challenges in story❑ Understand that characters change as a result of what happens during the story.</div></div><div><div>Vocabulary<ul style="list-style-type: none">❑ describe❑ major event❑ minor event❑ major/minor characters❑ interaction of characters❑ challenges</div></div></div>		<div>Key Strategies<ul style="list-style-type: none">• Stop occasionally during reading to share think alouds orally and discuss characters.• Discuss character reaction to story elements.• Discuss how the author builds interest as the story develops.• Guide students to use text evidence to support their thinking.• Guide students to respond orally and in writing by answering who, what, when, where, why, and how questions in relation to literature.</div>
<div>Question Stems<ul style="list-style-type: none">❑ Retell the story in sequential order.❑ Who are the major and minor characters?❑ How do the major/minor characters respond to important challenges in the story?❑ What effect do the events in the story have on the characters?❑ What decision could the characters have responded to differently?❑ How does the character change? How did the author use to demonstrate that change?</div>		
RL 1.3: Describe characters, settings, and major events in a story, using key details.		RL 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

RL 2.4	Standard: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Essential Question(s) <ul style="list-style-type: none">❑ How does the author’s choice of words affect the meaning of the text?❑ How does word choice impact the overall meaning of the text? Essential Skills <ul style="list-style-type: none">❑ Distinguish between words and phrases❑ Identify literal and nonliteral words & phrases.❑ Distinguish the “cadence” of spoken language❑ Ability to hear same and/or differing sounds in words❑ Ability to see and hear the pattern of the spoken language❑ Know that alliteration means words start with the same or similar sounds❑ Know that often authors repeat the same lines for emphasis or effect		Vocabulary <ul style="list-style-type: none">• distinguish• literal• alliteration• emphasis• rhyme• rhythm• word choice Key Strategies <ul style="list-style-type: none">• Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking.• Discuss language; ask questions pertaining to the text meaning.• Expose students to different genres(e.g., poetry, narrative texts, songs)• Provide opportunities for students to hypothesize why words or phrases are emphasized
Question Stems <ul style="list-style-type: none">❑ Can you identify words that rhyme❑ What is difference between a word, a phrase, or a sentence?❑ Find a sentence that shows an example of alliteration.❑ Can you come up with a sentence where all the words start with the letter ____?❑ Identify words that rhyme❑ Identify and clap the rhythm in a stanza❑ Do you see any repetition in this story, poem, or song?❑ Why do you think the author repeated that line?❑ How do you know this is a poem and not a story?		
RL 1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See grade 1 Language Standard 4-6 for additional expectations.)</u>		RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language <u>(See grade 3 Language Standards 4-6 for additional expectations.)</u>

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

RL 2.5	Standard: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Anchor: 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.	
Essential Question(s) <ul style="list-style-type: none">❑ How does the text structure help me understand the text?❑ Why does the structure of the text matter? Essential Skills <ul style="list-style-type: none">❑ Identify the structure of the story.❑ Describe how the beginning introduces the story.❑ Describe the action that takes place in the middle of the story.❑ Describe how the ending concludes the action.❑ Know that actions in the story help lead to a resolution		Vocabulary <ul style="list-style-type: none">● analyze● text● paragraph● structure● section● chapter● conclusion● resolve	Key Strategies <ul style="list-style-type: none">● Teach a student how to retell, beginning with the characters sequence of events, and action tracking throughout the story.● Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember during beginning, middle & ending.● Use prompts and question stems.● Construct story maps whole group to show story elements
Question Stems <ul style="list-style-type: none">❑ Describe the beginning, middle, and end of the story❑ What are the character’s problems?❑ Read to your partner the section where the character’s problem begins to be solved?❑ How does the character solve the problem?❑ Look at this section, why did the author add____?❑ Analyze this paragraph, what is the author trying to tell you?❑ What information does the author include at the beginning of the story that helps you understand the rest of the story?❑ In which part of the story does most of the action occur?			
RL 1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		RL 3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	

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RL 2.6	Standard: Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.	Anchor: Assess how point of view or purpose shapes the content and style of a text.
Essential Question(s) <input type="checkbox"/> How do we identify the point of view of characters in the text? Essential Skills <input type="checkbox"/> Understand and identify point of view <input type="checkbox"/> Distinguish one character’s point of view from another character’s <input type="checkbox"/> Understand character’s voice in literature <input type="checkbox"/> Distinguish between characters’ voices when reading aloud <input type="checkbox"/> Use different voices for different characters (e.g., high, gruff, low excited) <input type="checkbox"/> Define point of view. <input type="checkbox"/> Recognize dialogue to determine who is speaking.		Key Strategies <ul style="list-style-type: none">• Read aloud with a variety of voices.• Analyze characters• Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group.• Compare characters’ points of view and how that affects their voice
Vocabulary <input type="checkbox"/> distinguish <input type="checkbox"/> point of view <input type="checkbox"/> opinion <input type="checkbox"/> dialogue <input type="checkbox"/> contrast <input type="checkbox"/> voice		
Question Stems <input type="checkbox"/> Describe the difference between the two character’s points of view? <input type="checkbox"/> Can you change your voice so it sounds like the character might sound? <input type="checkbox"/> What makes the characters say or act differently? <input type="checkbox"/> Why was it important for the author to use dialogue? <input type="checkbox"/> How are the characters different or alike? <input type="checkbox"/> What contrast can you make between the characters? <input type="checkbox"/> Would you think the same way as the character does? Why? Why not?		
RL 1.6: Identify who is telling the story at various points in a text.		RL3.6: Distinguish their own point of view from that of the narrator or those of the characters.

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RL 2.7	Standard: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What can illustrations tell me about the story? <input type="checkbox"/> What can illustrations tell me about story elements? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze text information & illustrations to understand deeper meaning of the story <input type="checkbox"/> Use opportunities to explore books or stories as digital text. <input type="checkbox"/> Explain characters based on illustrations and words in print. <input type="checkbox"/> Explain setting based on illustrations and words in print. <input type="checkbox"/> Explain plot based on illustrations and words in print. <input type="checkbox"/> Understand characters from illustrations and words in digital text. <input type="checkbox"/> Understand setting from illustrations and words in digital text. <input type="checkbox"/> Understand plot from illustrations and words in digital text. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> illustrations <input type="checkbox"/> character <input type="checkbox"/> setting <input type="checkbox"/> plot <input type="checkbox"/> digital text <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Read Closely & Critically • Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations and media. • Utilize digital media • Provide opportunities for students to use text evidence to support their understanding of story element
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What clues do the illustrations in the story provide to help you understand the setting in the story? <input type="checkbox"/> What clues do the illustrations in the story provide to help you understand the characters in the story? <input type="checkbox"/> What clues do the illustrations in the story provide to help you understand the plot of the story? <input type="checkbox"/> What did you learn about the characters setting, or plot from the words the author used? 		
RL 1.7: Use illustrations and details in a story to describe its characters, settings, or events.		RL 3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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RL 2.8	Standard: N/A		Anchor:	
Essential Skills		Vocabulary		Key Strategies
Question Stems				

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RL 2.9	Standard: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<div><div><div>Essential Question(s)<ul style="list-style-type: none">❑ How can you compare and contrast characters in similar stories?</div><div>Essential Skills<ul style="list-style-type: none">❑ Compare and contrast the same text different authors❑ Compare and contrast selected text from different cultures❑ Identify characters of two or more versions of the same story written by different authors.</div></div><div><div>Vocabulary<ul style="list-style-type: none">❑ compare❑ contrast❑ author❑ culture❑ character❑ plot❑ theme❑ story❑ interpretation</div></div></div>		<div>Key Strategies<ul style="list-style-type: none">• Expose students to different versions of the same story and/or stories with the same theme.• Teach a student how to compare stories, beginning with the characters and sequence of events.• Use prompting and question stems• Model identifying the key details and origin of a story and compare/contrast them to key details and origin in another story</div>
<div>Question Stems<ul style="list-style-type: none">❑ Why do you think the authors created their own version of the same story?❑ What are some of the differences you notice in the two stories?❑ Did the authors change the main ideas in their versions of the story?❑ Compare and contrast the differences in the authors’ interpretation.❑ Which culture (country) is represented in this story?❑ What is the relationship between the two stories?❑ What would have happened in the story if the cultural setting was different?</div>		
RL 1.9: Compare and contrast the adventures and experiences of characters in stories.		RL 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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RL 2.10	Standard: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.
Essential Question(s) <input type="checkbox"/> What strategies do I use to become an independent reader? Essential Skills <input type="checkbox"/> Recognize a variety of text (stories, poetry) <input type="checkbox"/> Comprehend literature at grade 2-3 complexity levels <input type="checkbox"/> Read independently and proficiently at grade 2-3 complexity levels <input type="checkbox"/> Read text with multiple layers of meaning <input type="checkbox"/> Read text with implicit and unconventional structures <input type="checkbox"/> Read text with figurative, purposeful, and academic vocabulary		Vocabulary <input type="checkbox"/> comprehend <input type="checkbox"/> independently <input type="checkbox"/> proficiently <input type="checkbox"/> literature <input type="checkbox"/> character <input type="checkbox"/> plot <input type="checkbox"/> setting <input type="checkbox"/> author <input type="checkbox"/> complex
Question Stems. <input type="checkbox"/> What does this text remind you of? <input type="checkbox"/> Can you tell me what you have like so far about the text (prose/poetry) <input type="checkbox"/> Does this story/poem remind you of any other stories/poems we have read? <input type="checkbox"/> Compare this piece to other pieces of text you have read. <input type="checkbox"/> Identify similarities between the types of writing. <input type="checkbox"/> Have you read any poems, adventure stories, or fairy tales lately?		Key Strategies <ul style="list-style-type: none">• Keep track of the types of literature you are reading• Keep track of the complexity of the literature you are reading• Provide opportunities to discuss literature
RL 1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1. a. Activate prior knowledge related to the information and events in texts. b. Confirm predictions about what will happen next in text.		RL 3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

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RI 2.1	Standard: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Anchor: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<div><div><div>Essential Question(s)<ul style="list-style-type: none"><input type="checkbox"/> How can asking and answering questions help me understand the text?<input type="checkbox"/> How can question stems help me demonstrate understanding of the text?</div><div>Essential Skills<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate understanding of character<input type="checkbox"/> Ask questions<input type="checkbox"/> Answer who, what, where, when, why questions<input type="checkbox"/> Understand key details<input type="checkbox"/> Identify main ideas and key details within the text</div></div><div><div>Question Stems<ul style="list-style-type: none"><input type="checkbox"/> Asking yourself questions that will help you understand the passage- Who or what is this story about? Where did it take place? What is happening now?<input type="checkbox"/> Why do you think the author included that detail?<input type="checkbox"/> Where in the passage did you find that key detail?<input type="checkbox"/> How do you know that is a key detail?<input type="checkbox"/> What details are important in order to tell the story?<input type="checkbox"/> How do the key details make a difference at the end of the passage?</div></div></div>		<div><div>Vocabulary<ul style="list-style-type: none"><input type="checkbox"/> question<input type="checkbox"/> answer<input type="checkbox"/> demonstrate<input type="checkbox"/> outline<input type="checkbox"/> passage<input type="checkbox"/> selection</div></div>	<div><div>Key Strategies<ul style="list-style-type: none">• Model using text evidence to support an inference or to support answers to questions. Provide graphic organizers where students can record questions and answers.• Provide graphic organizers where students can record inferences and supporting text evidence.• Meet with small groups to support asking questions and inferring.• Model Close Reading strategies• Model Rereading to clarify information</div></div>
RL 1.1: Ask and answer questions about key details in a text.		RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

RI 2.2	Standard: Analyze informational text development. a. Identify the main topic of a multiparagraph text. b. Identify the focus of spec	Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Essential Question(s) <input type="checkbox"/> Why is identifying the main topic from the text important? <input type="checkbox"/> Why is being able to identify the main topic an important skill for readers? Essential Skills <input type="checkbox"/> Identify main topic within a multi paragraph text <input type="checkbox"/> Identify the topic sentence of each paragraph in a text <input type="checkbox"/> Determine how each paragraph supports the main topic being addressed by the author <input type="checkbox"/> Identify main ideas, key details in a multi- paragraph text <input type="checkbox"/> Understand how to recount details in a multi paragraph text <input type="checkbox"/> Identify the focus of specific paragraphs that support the main topic of a text.		Vocabulary <input type="checkbox"/> paragraph <input type="checkbox"/> multi-paragraph <input type="checkbox"/> main topic <input type="checkbox"/> key details <input type="checkbox"/> focus
Question Stems <input type="checkbox"/> What is the main idea of this text? <input type="checkbox"/> What is the topic sentence in this paragraph? <input type="checkbox"/> What additional details does the author give us in this paragraph that helps us understand the main topic? <input type="checkbox"/> Construct the main ideas of multiple paragraphs in a text <input type="checkbox"/> Is there a map or graphic organizer or journal that you can use to keep track of the main ideas of each paragraph? <input type="checkbox"/> List some of the supporting details in found in this multi-paragraph text. <input type="checkbox"/> What is the focus of this paragraph?		Key Strategies <ul style="list-style-type: none">• Set a purpose for reading.• Preview Text.• Review message learned• Note keywords and phrases• Provide a graphic organizer where students can record the main idea and supporting details in a nonfiction text.
RI 1.2: Identify the main topic, and retell key details in a text.	RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	

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RI 2.3	Standard: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Anchor: Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Essential Question(s) <ul style="list-style-type: none">❑ How can making connections help understand informational text?❑ How do you describe the connection between two events? Essential Skills <ul style="list-style-type: none">❑ Identify the historical events that occurred in a text❑ Compare and contrast scientific ideas or concepts❑ Demonstrate understanding of the sequence of historical events❑ Describe the connection between a series of steps from a procedure❑ Describe how one event, scientific event, or step in a procedure influences another		Vocabulary <ul style="list-style-type: none">❑ compare❑ contrast❑ sequence❑ historical❑ technical❑ scientific❑ timeline Key Strategies <ul style="list-style-type: none">● Read Closely & Critically● Provide opportunities for students to read nonfiction texts.● Model how to read a time-line.● Model how to read/understand a step by step procedure.● Students will compare and contrast past and present events
Question Stems <ul style="list-style-type: none">❑ How did inventing_____change history?❑ How did the life of <i>(historical figure)</i> effect people today?❑ Which step would you do first? Which would you do last?❑ How has _____ changed over time?❑ Show me how scientific ideas or concepts are the same and how they are different?❑ Using a timeline sequence the historical events❑ Compare the historical events to your present life. Is the past important? What can we learn from the past?❑ Why is it important to do step 1 in a technical procedure before step 3?❑ What do you think would happen if you did not follow the steps in order?❑ Explain the relationship between _____and _____ .		
RI 1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.		RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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RI 2.4	Standard: Determine the meanings of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (See grade 2 Language standards 4-6 for additional expectations.)	Anchor: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Essential Question(s) <ul style="list-style-type: none">❑ Why is it important for readers to identify words they do not know? (same as K.RL.4)❑ What strategies do readers use to determine unknown words? Essential Skills <ul style="list-style-type: none">❑ Determine the meaning of root words in a text❑ Determine the meaning of new words using prefixes and suffixes❑ Identify the meaning of compound words❑ Use glossaries and dictionaries to clarify the meaning of words and phrases in all content areas❑ Understand that sometimes when a word is used in a phrase the meaning of the word may change		Vocabulary <ul style="list-style-type: none">❑ root word❑ compound word❑ prefixes❑ suffixes❑ dictionary❑ digital dictionary	Key Strategies <ul style="list-style-type: none">● Engage students in opportunities to explore informational texts.● Model the use of a dictionary to understand the meaning of text vocabulary.● Build background knowledge● Practice discussion and debate● Present information
Question Stems <ul style="list-style-type: none">❑ Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word❑ What will you do if you come to a word you don't know?❑ Remember to look at our poster if you need help understanding a word.❑ What strategies can you use to help find out what a word means?❑ How does the particular meaning of the same word change in different contexts?❑ Explain the meaning of the word that includes a prefix or suffix from the text.❑ Did you try using the computer's dictionary to find the meaning of the word?			
RI 1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>(See grade 1 Language Standards 4-6 for additional expectations.)</u>		RI 3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade three topic or subject area</i> . <u>(See grade 3 Language Standards 4-6 for additional expectations.)</u>	

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RI 2.5	Standard: 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.	Anchor: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, a chapter, scene, or stanza) relate to each other and the whole.
<div><div>Essential Question(s)<ul style="list-style-type: none"><input type="checkbox"/> What are the text features and how do they help me understand the text?<input type="checkbox"/> How can search tools help me locate relevant information?Essential Skills<ul style="list-style-type: none"><input type="checkbox"/> Demonstrate understanding of text features: captions, bold print, subheadings, glossaries, electronic menus, icons and indices.<input type="checkbox"/> Show understanding of key facts or information in the text</div><div>Vocabulary<ul style="list-style-type: none"><input type="checkbox"/> bold print<input type="checkbox"/> subheading<input type="checkbox"/> caption<input type="checkbox"/> icons<input type="checkbox"/> glossaries<input type="checkbox"/> indexes</div></div>		<div>Key Strategies<ul style="list-style-type: none">● Preview surface features to frontload knowledge.● Seek meaning of unknown vocabulary● Sort books according to features and purpose● Explore a variety of website designs● Use computer search tools● Guide students in using text resources to determine the key facts or information</div>
<div><div>Question Stems<ul style="list-style-type: none"><input type="checkbox"/> Can you find _____ feature in the text?<input type="checkbox"/> Identify the index, glossary, a heading, and labels.<input type="checkbox"/> Are there any words that are written in bold print? Why do you think the author wrote that word in bold?<input type="checkbox"/> Where would you find a glossary or index in your book, or search terms on your computer?<input type="checkbox"/> Retell key facts from text.<input type="checkbox"/> Under the subheading of _____ , find a key fact.<input type="checkbox"/> Why are icons important and how do they help us locate key facts?<input type="checkbox"/> On the computer can you find the icon that means undo, save, help?<input type="checkbox"/> I will show you some icons you tell me what they mean.</div><div>RI 1.5: Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</div><div>RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</div></div>		

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RI 2.6	Standard: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Anchor: Assess how point of view or purpose shapes the content and style of a text.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the main purpose of the text? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify main purpose of text according to what the author is answering. <input type="checkbox"/> Identify the author's main purpose of text to answer what the author wants to describe. <input type="checkbox"/> Describe the point of view of author of a text. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> main purpose <input type="checkbox"/> author's intent <input type="checkbox"/> description <input type="checkbox"/> explanation <input type="checkbox"/> passage <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Engage students in opportunities to explore informational texts. • Model how to determine the author's purpose using text features and content. • Model how to infer the author's intent using text evidence. • Guide students to use text evidence to support their thinking to explain the author's intent.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the author's intent in this text? <input type="checkbox"/> What does the author explain or describe in this passage? <input type="checkbox"/> Describe the information the author gives you in the text. <input type="checkbox"/> After reading the text, what information did the author describe to you? Summarize the author's intent. <input type="checkbox"/> Determine the author's _____(description, explanation) from the text. <input type="checkbox"/> In the text we just read is the author trying to explain, describe or answer something. What makes you think that? 		
RI 1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		RI 3.6: Distinguish their own point of view from that of the author of a text

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RI 2.7	Standard: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Anchor: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can illustrations help me understand information? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use pictures and diagrams to gather information for clarification of meaning <input type="checkbox"/> Describe how illustrations help you understand more about the text and the person, place, thing or idea the text is about <input type="checkbox"/> Connect illustrations with the message <input type="checkbox"/> Discuss how specific images add to and clarify informational text. 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> images <input type="checkbox"/> diagram <input type="checkbox"/> charts <input type="checkbox"/> graphs <input type="checkbox"/> clarify <input type="checkbox"/> example <input type="checkbox"/> conclusions <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Explore a variety of graphics • Provide opportunities for students to read nonfiction texts. • Model how to use diagrams and images to help understand the text. • Practice partnered illustration studies and discussions • Create illustrations, charts, timelines, captions to demonstrate understanding of text
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does reading the chart, diagram help you understand what the author is trying to say? <input type="checkbox"/> What information did you gather from that ____ diagram that aided your understanding? <input type="checkbox"/> Restate the important facts from the chart or graph using the ____ ?__. <input type="checkbox"/> What examples can you find to ____? <input type="checkbox"/> What conclusions can you draw? <input type="checkbox"/> How can you make use of these facts and graphs? 		
RI 1.7: Use the illustrations and details in a text to describe its key ideas.		RI 3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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RI 2.8	Standard: Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.	Anchor: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.
<div>Essential Question(s)<ul style="list-style-type: none">❑ How does an author support what he says in the text?Essential Skills<ul style="list-style-type: none">❑ Be able to justify author’s main points.❑ Know how to link people and their ideas❑ Know that an author writes to share what he/she thinks❑ Know that authors use details to help make a point❑ Understand that authors try to explain their thinking❑ Know that an author may have more than one reason to explain his thinking</div>		<div>Vocabulary<ul style="list-style-type: none">❑ reasons❑ justify❑ explain❑ details❑ support❑ main purpose❑ evidence❑ claim</div> <div>Key Strategies<ul style="list-style-type: none">● Provide students with the opportunity to read nonfiction texts.● Model how to use text evidence to support the author’s main points.● Model how to determine an author’s claim, and the evidence supporting their thinking.</div>
<div>Question Stems<ul style="list-style-type: none">❑ What does the writer think about the problem?❑ Explain in your own words the reasons that support the author’s main purpose.❑ Why do you think the author wrote that?❑ What evidence did the author use to support his/her main purpose?❑ Did the author justify his/her ideas?❑ Why did the author write this piece?</div>		
RI 1.8: Identify the reasons an author gives to support points in a text.		RI 3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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RI 2.9	Standard: Compare and contrast the most important points presented by two texts on the same topic.	Anchor: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Essential Question(s) <ul style="list-style-type: none">❑ Why do authors provide reasons in their text?❑ How do reasons support specific points?❑ How can I compare two texts on the same topic?❑ Why is it important to use more than one text on a topic? Essential Skills <ul style="list-style-type: none">❑ Analyze texts❑ Identify the points the author is making❑ Identify the key details presented❑ Compare the important points in two informational texts on the same topic.❑ Contrast the important points in two informational texts on the same topic.❑ State the biggest difference between the two texts?❑ State which piece of text do you like best? Why?		Vocabulary <ul style="list-style-type: none">❑ compare❑ contrast❑ illustrations❑ key details❑ text❑ similarities❑ differences❑ evidence❑ claim❑ argue	Key Strategies <ul style="list-style-type: none">● Engage students in opportunities to compare and contrast informational texts on the same topic.● Discuss the similarities and differences of two texts on the same topic.● Model how to compare and contrast the author’s most important points.● Guide students in the use of graphic organizers (e.g., Venn diagram, T-Chart) to demonstrate their thinking
Question Stems <ul style="list-style-type: none">❑ What is the text about?❑ What are the key details❑ Read both texts. What is the difference between them? (contrast)❑ How are the two pieces a like? (compare)❑ Can you fill in the Thinking Map showing the similarities and differences between the two texts?❑ How were the illustrations used in both books?❑ What did the illustration in the books tell you?❑ Can you tell your partner what is the same/different about what you are reading?			
RI 1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		RI 3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	

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RI 2.10	Standard: By the end of the 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.	Anchor: Read and comprehend complex literary and informational texts independently and proficiently.
Essential Question(s) <input type="checkbox"/> What strategies do I use to become an independent reader? Essential Skills <input type="checkbox"/> Experience reading grade level science textbooks <input type="checkbox"/> Experience reading grade level history/social science textbooks <input type="checkbox"/> Read informational texts independently and proficiently <input type="checkbox"/> Know how to use text feature to help comprehend informational text <input type="checkbox"/> Know how to self-monitor for understanding		Vocabulary <input type="checkbox"/> graphics <input type="checkbox"/> text <input type="checkbox"/> author <input type="checkbox"/> informational text <input type="checkbox"/> self-monitoring <input type="checkbox"/> illustrations <input type="checkbox"/> features
Question Stems <input type="checkbox"/> Do you have any questions about what you are reading? <input type="checkbox"/> If you don't understand, who can you ask to help you? <input type="checkbox"/> Did you use the illustrations/graphics to help you understand? <input type="checkbox"/> Point to a textual feature _____. Why do you think the author included it? <input type="checkbox"/> What graphics help you the most? <input type="checkbox"/> How is the informational text different from _____?		Key Strategies <ul style="list-style-type: none">• Expose students to different types of informational texts (history/social studies, science, and technical texts)• Keep track of the types of informational text that you are reading• Keep track of the complexity of the informational text that you are reading
RI 1.10: With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in texts. b. Confirm predictions about what will happen next in text.		RI 3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

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RF 2.3	<p>Standard: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words.	Anchor: N/A
<p>Essential Question(s)</p> <ul style="list-style-type: none"><input type="checkbox"/> How can sounds help me understand a word?<input type="checkbox"/> How can recognizing grade level words help me be a better reader? <p>Essential Skills</p> <ul style="list-style-type: none"><input type="checkbox"/> Understand that meaningful chunks can be added to words to change their meaning<input type="checkbox"/> Understand that prefixes are added to the beginning of the word<input type="checkbox"/> Know the meaning of common prefixes such as <i>re-</i>; <i>un-</i>; <i>dis-</i>; etc.<input type="checkbox"/> Understand that suffixes are added to the ending of a word<input type="checkbox"/> Recognize the derivational suffixes, <i>ly-</i>; <i>-ish</i>; <i>-hood</i>;<i>- ful</i>; <i>ness</i>; <i>ment</i>; etc, and how they change the meaning of a word.<input type="checkbox"/> Recognize common Latin suffixes, such as <i>–ment</i>; <i>- ation</i>, <i>-ly</i>, <i>-able/ible</i>; etc.<input type="checkbox"/> Recognize and use common syllable patterns such as <i>doubles</i>, to help decode multi-syllabic words<input type="checkbox"/> Know and read fluently regularly spelled words		<p>Vocabulary</p> <ul style="list-style-type: none"><input type="checkbox"/> evidence<input type="checkbox"/> suffix<input type="checkbox"/> prefix<input type="checkbox"/> multi-syllable<input type="checkbox"/> appropriate<input type="checkbox"/> irregular <p>Key Strategies</p> <ul style="list-style-type: none">• Model word study skills, including recognizing patterns and base words, with the whole group, with activities such as sorts.• Guide student practice with the whole group or in small groups. Students work with partners to reinforce use of prefixes, suffixes, chunking words.• Utilize:<ul style="list-style-type: none">○ Word Work○ Literacy Stations○ Print Hunts○ Blending Segmenting○ Miscue Analysis
<p>Question Stems</p> <ul style="list-style-type: none"><input type="checkbox"/> Are there any chunks you know that can help you figure out what this word means?<input type="checkbox"/> Does the word have suffixes or prefixes you know?<input type="checkbox"/> How many parts do you hear in that word?<input type="checkbox"/> Are there any patterns you can use to help you write that word?		
<p>RF 1.3: Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u></p> <ul style="list-style-type: none">a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Know final –e and common vowel team conventions for representing long vowel sounds.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.e. Decode two-syllable words following basic patterns by breaking the words into syllables.f. Read words with inflectional endings.g. Recognize and read grade-appropriate irregularly spelled words.	<p>RF 3.3: Know and apply grade-level phonics and word analysis skills in decoding words <u>both in isolation and in text.</u></p> <ul style="list-style-type: none">a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Decode multi-syllable words.d. Read grade-appropriate irregularly spelled words.	

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RF 2.4	Standard: Read with sufficient accuracy and fluency to support comprehension. RF 2.4.a Read on-level text with purpose and understanding. RF 2.4.b Read on-level text orally with accuracy, appropriate rate & expression on successive readings. RF2.4.c Use context to confirm or self-correct word recognition & understanding, rereading as necessary.	Anchor: N/A			
Essential Question(s) <input type="checkbox"/> How can sounds help me understand a word? <input type="checkbox"/> How can recognizing grade level words help me be a better reader? Essential Skills <input type="checkbox"/> Set a purpose for reading <input type="checkbox"/> Use expression when reading <input type="checkbox"/> Use strategies for self-correction <input type="checkbox"/> Skim text to check for understanding <input type="checkbox"/> Scan text to confirm understanding <input type="checkbox"/> Re-read for fluency and comprehension <input type="checkbox"/> Self-monitor for understanding		<table><tr><th>Vocabulary</th><th rowspan="2">Key Strategies</th></tr><tr><td><input type="checkbox"/> selection <input type="checkbox"/> strategies <input type="checkbox"/> paragraph <input type="checkbox"/> fluently <input type="checkbox"/> expression <input type="checkbox"/> skimming <input type="checkbox"/> scanning <input type="checkbox"/> self-monitor</td></tr></table>	Vocabulary	Key Strategies	<input type="checkbox"/> selection <input type="checkbox"/> strategies <input type="checkbox"/> paragraph <input type="checkbox"/> fluently <input type="checkbox"/> expression <input type="checkbox"/> skimming <input type="checkbox"/> scanning <input type="checkbox"/> self-monitor
Vocabulary	Key Strategies				
<input type="checkbox"/> selection <input type="checkbox"/> strategies <input type="checkbox"/> paragraph <input type="checkbox"/> fluently <input type="checkbox"/> expression <input type="checkbox"/> skimming <input type="checkbox"/> scanning <input type="checkbox"/> self-monitor					
Question Stems <input type="checkbox"/> Why did you choose this selection? <input type="checkbox"/> What can you do when the story/text doesn't make sense? <input type="checkbox"/> What strategies can you use when you don't understand the text? <input type="checkbox"/> Can you read this paragraph fluently and with expression? <input type="checkbox"/> Why is it important to scan the page? <input type="checkbox"/> Did you skim the page looking for information? <input type="checkbox"/> When you self-monitor, you _____. <input type="checkbox"/> What does it mean to read fluently? <input type="checkbox"/> Did you re-read the part you didn't understand?		<ul style="list-style-type: none">• Model how fluent and accurate reading supports comprehension.• Model expressive reading.• Model how to self-monitor and self-check through rereading.• Have students practice as a whole group to build accurate and fluent reading, and then practice with partners and independently.• Reflect together how fluent/expressive/accurate reading enhances comprehension.• Practice independent daily reading			
RF 1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF 3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				

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W 2.1	Standard: Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Anchor: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> How do writers express an opinion? <input type="checkbox"/> How can I use evidence to support my opinion? Essential Skills: <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and define opinions. <input type="checkbox"/> Recognize and define concluding sections or statements. <input type="checkbox"/> Formulate and articulate an opinion about a text or topic. <input type="checkbox"/> Organize writing to introduce, support, and conclude. <input type="checkbox"/> Link ideas with effective words in order to connect opinions and reasons. <input type="checkbox"/> Ability to write a brief opinion piece about a book or story. Provide a reason for that opinion. <input type="checkbox"/> Know common organizational structures such as cause/effect, chronological/sequential order; problem/solution <input type="checkbox"/> Know what linking words are and how to use them when moving from one reason to another <input type="checkbox"/> Know that conclusions should restate or sum up the writing. 		Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> argument <input type="checkbox"/> opinion <input type="checkbox"/> fact <input type="checkbox"/> support claims <input type="checkbox"/> substantive topic <input type="checkbox"/> valid reasoning <input type="checkbox"/> evidence
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Who is your audience? <input type="checkbox"/> What is your purpose for writing? <input type="checkbox"/> From what point of view will you be writing? <input type="checkbox"/> Did I completely explain my opinion of topic or argument in my paper? <input type="checkbox"/> Does the reader know my opinion? <input type="checkbox"/> How did I support my opinion with details and evidence? <input type="checkbox"/> Did I include transitional or linking words? <input type="checkbox"/> Did my opinion end with a strong conclusion? <input type="checkbox"/> Does your conclusion sum up or restate your opinion or purpose? <input type="checkbox"/> What linking words could you use to help your reader follow your thinking? 		Key Strategies <ul style="list-style-type: none"> • Write an opinion piece which introduces a topic or book. • Write an opinion piece which supplies at least 2 supporting reasons for the opinion. • Write an opinion piece which uses effective words to link opinions and reasons. • Write an opinion piece which provides a concluding statement or section. • Write daily. • Use writing prompts and journal writing • Respond to text in writing
W 1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide concluding statement or section. 	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

W 2.2	Standard: Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Anchor: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Essential Question(s) <input type="checkbox"/> How can I use facts to write an informational piece? Essential Skills <input type="checkbox"/> Know the difference between writing text to inform or to explain <input type="checkbox"/> Recognize an informative text. <input type="checkbox"/> Recognize explanatory text. <input type="checkbox"/> Know how to write a topic sentence <input type="checkbox"/> Know how to group related information together <input type="checkbox"/> Understand the importance of including illustrations <input type="checkbox"/> Use fact, definitions, and details to develop topic <input type="checkbox"/> Use linking words and phrases to connect ideas <input type="checkbox"/> Know how to conclude by using a statement or explanation		Vocabulary <input type="checkbox"/> topic <input type="checkbox"/> inform <input type="checkbox"/> explain <input type="checkbox"/> topic sentence <input type="checkbox"/> examples <input type="checkbox"/> definitions <input type="checkbox"/> details <input type="checkbox"/> quote
Question Stems <input type="checkbox"/> Are you writing to inform or explain? <input type="checkbox"/> What is your topic? <input type="checkbox"/> Did you begin your writing with a topic sentence? <input type="checkbox"/> What example, definitions, and details will you use to explain your topic? <input type="checkbox"/> Talk to a partner about your topic. Can you get a quote from your partner for you writing? <input type="checkbox"/> Why did you choose this topic? <input type="checkbox"/> What details will you use to explain your topic? <input type="checkbox"/> What examples would help you explain your topic? <input type="checkbox"/> Can you use a quote? Why would this be important? <input type="checkbox"/> Where can you find more information about your topic?		Key Strategies <ul style="list-style-type: none">• Write informative/explanatory texts that focus on a specific topic.• Write informative/explanatory texts that use facts and definitions to develop the topic.• Write informative/explanatory texts that include a concluding statement or section.• Write daily.• Use writing prompts and journal writing• Respond to text in writing
W 1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W 3.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none">Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.Develop the topic with facts, definitions, and details.Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.Provide a concluding statement or section.	

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W 2.3	Standard: Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Anchor: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.
Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> How can I include details to express an event in order? Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Know that a narrative tells a story <input type="checkbox"/> Understand who is telling the story <input type="checkbox"/> Know how to move from one event to another <input type="checkbox"/> Use the character's words to help explain what is happening in the story <input type="checkbox"/> Understand how using time words moves the story forward <input type="checkbox"/> Recognize temporal words <input type="checkbox"/> Understand story elements <input type="checkbox"/> Understand dialoguing 		Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> setting <input type="checkbox"/> major/minor character <input type="checkbox"/> problem <input type="checkbox"/> details <input type="checkbox"/> descriptive words <input type="checkbox"/> information <input type="checkbox"/> events <input type="checkbox"/> details <input type="checkbox"/> experience
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> Who is your story about? <input type="checkbox"/> Where does your story take place? (Setting) <input type="checkbox"/> Why was this setting important to your story? <input type="checkbox"/> Did you use words like earlier, later, soon, to show how time is changing in the story? <input type="checkbox"/> What problem will the main character face? <input type="checkbox"/> Does the problem change the character's acts or thoughts? <input type="checkbox"/> Have you used details that will help your readers see and know the characters? <input type="checkbox"/> What events will lead up to your conclusion? <input type="checkbox"/> Where can you add more descriptive words and information to make your story more exciting? 		Key Strategies <ul style="list-style-type: none"> • Teacher modeling -- Interactive writing • Write narrative pieces • Compare texts using supporting details, temporal words, and a sense of closure • Write daily • Use writing prompts and journal writing • Conventions: Appropriate grammar, mechanics, spelling and usage
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.	W 3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. Provide a sense of closure. 	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

W 2.4	Standard: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Anchor: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Essential Question(s) N/A Essential Skills <ul style="list-style-type: none"><input type="checkbox"/> Know how to write in a sequential manner<input type="checkbox"/> Understand why you are writing<input type="checkbox"/> Understand who you are writing for<input type="checkbox"/> Understand the writing types (e.g., opinion, informative, narrative)<input type="checkbox"/> Understand writing purposes such as cause/effect, writing to persuade, inform, entertain<input type="checkbox"/> Recognize and use organizational structures such as chronological order, cause and effect, etc		Vocabulary <ul style="list-style-type: none"><input type="checkbox"/> organize<input type="checkbox"/> purpose<input type="checkbox"/> audience<input type="checkbox"/> chronological order<input type="checkbox"/> sequential order<input type="checkbox"/> cause/effect<input type="checkbox"/> develop<input type="checkbox"/> persuade<input type="checkbox"/> entertain<input type="checkbox"/> inform Key Strategies <ul style="list-style-type: none">• Move from writing simple sentences to descriptive sentences by expanding the sentences.• Use:<ul style="list-style-type: none">○ Writing prompts○ Journal writing○ Vocabulary journals○ Cloze activities○ Pattern writing○ Mini-lessons○ Language-Experience writing○ Morning message○ Shared writing using predictable charts○ Teacher modeling• Model Interactive writing w/Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> What is your purpose for writing this piece?<input type="checkbox"/> Who will be reading your writing?<input type="checkbox"/> Who is your audience?<input type="checkbox"/> How will you organize your writing?<input type="checkbox"/> What information will you need to add to help your reader understand?<input type="checkbox"/> Where can you add more information to help the reader understand?		
		W 3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade- specific expectations for writing types are defined in standards 1-3.)

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W 2.5	Standard: With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.	Anchor: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Essential Question(s) <input type="checkbox"/> How can answering questions from others help improve my writing? Essential Skills <input type="checkbox"/> Organize thoughts and ideas <input type="checkbox"/> Use brainstorming, webs, clusters to help generate ideas before writing <input type="checkbox"/> Seek guidance from peers to help add language and ideas to writing <input type="checkbox"/> Understand and use grammar and spelling conventions <input type="checkbox"/> Edit for word usage and word choice to help strengthen details <input type="checkbox"/> Revise sentences and/or paragraphs for clarity <input type="checkbox"/> Recognize how to focus on a topic. <input type="checkbox"/> Recognize how to revise and edit. <input type="checkbox"/> Strengthen writing by revising. <input type="checkbox"/> Strengthen writing by editing.	Vocabulary <input type="checkbox"/> develop <input type="checkbox"/> plan <input type="checkbox"/> organize <input type="checkbox"/> purpose <input type="checkbox"/> editing <input type="checkbox"/> revising <input type="checkbox"/> proofreading <input type="checkbox"/> feedback	Key Strategies <ul style="list-style-type: none"> • Provide opportunities for students to peer edit and revise their written pieces • Conference with students individually and/or in small groups to strengthen their writing • Provide opportunities for students to share their writing • Guide how to share constructive comments. Incorporate prompts such as: "I like how..." or "I was confused when..." • Practice Single Target Editing and Revision • Model Shared writing using predictable charts • Teacher modeling -- Interactive writing
	Question Stems <input type="checkbox"/> What will you use to help you organize your ideas? <input type="checkbox"/> Can you create a graphic organizer/thinking map to help you sequence your ideas and events? <input type="checkbox"/> Can you share with your partner what you plan to write? <input type="checkbox"/> Does your partner have ideas that you can use? <input type="checkbox"/> Have you completed your first draft? <input type="checkbox"/> Can you rewrite this so that the ideas/details are clearer? <input type="checkbox"/> Is there a better way you could write your beginning? <input type="checkbox"/> What is your topic sentence <input type="checkbox"/> Have you asked your partner to give you feedback about what you have written so far? <input type="checkbox"/> Have you used your editing/proofreading checklist to help you make any changes?	
W 1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3)

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

W 2.6	Standard: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Anchor: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	
Essential Question(s) <input type="checkbox"/> How can technology be used as a tool to write, publish, and/or collaborate?		Key Strategies <ul style="list-style-type: none">● Incorporate technology into your writing lessons● Demonstrate the use of technology to produce and publish writing● Provide opportunities for students to practice computer skills● Provide opportunities for students to collaborate and publish together	
Essential Skills <ul style="list-style-type: none"><input type="checkbox"/> Have basic keyboarding skills<input type="checkbox"/> Know how to use the following toolbar functions:<ul style="list-style-type: none"><input type="checkbox"/> set margins<input type="checkbox"/> page orientation<input type="checkbox"/> bold<input type="checkbox"/> underline<input type="checkbox"/> font style<input type="checkbox"/> font size<input type="checkbox"/> Choose digital tools for producing and publishing writing.<input type="checkbox"/> Know and use Internet tools, online dictionaries and thesaurus, spell and grammar check<input type="checkbox"/> Use programs such as Word, PowerPoint, and Publisher<input type="checkbox"/> Use technology to produce and publish writing individually and with peers.			Vocabulary <ul style="list-style-type: none"><input type="checkbox"/> technology<input type="checkbox"/> digital<input type="checkbox"/> word processing<input type="checkbox"/> copy and paste<input type="checkbox"/> PowerPoint<input type="checkbox"/> Google<input type="checkbox"/> search engine<input type="checkbox"/> toolbar<input type="checkbox"/> spellchecker
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> Have you and your group decided what you will write about?<input type="checkbox"/> How will you divide the work so that you all contribute to the project?<input type="checkbox"/> Where will you save your work until you are ready to print?<input type="checkbox"/> What program will you use to publish your work? Word? PowerPoint? etc.<input type="checkbox"/> What online resources can you use to help write/revise your paper?			
W 1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

W 2.7	Standard: Participate in shared research and writing projects <i>(e.g., read a number of books on a single topic to produce a report; record science observations).</i>	Anchor: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
Essential Question(s) <input type="checkbox"/> How can I contribute to a shared research project?		Key Strategies <ul style="list-style-type: none">• Through discussion explore possible research topics• Model finding and using key details and vocabulary in research writing• Model summarizing information (using students’ own words) Provide opportunities and materials for shared research and writing projects in core content area	
Essential Skills/Concept <input type="checkbox"/> Select a topic that can be researched <input type="checkbox"/> Organize relevant information on a topic. <input type="checkbox"/> Apply sources and tools to conduct shared research on a single topic. <input type="checkbox"/> Participate in shared research and writing projects. <input type="checkbox"/> Understand how to use reference materials such as encyclopedias, atlas, search engines or databases <input type="checkbox"/> Understand how to use keywords for searching a topic <input type="checkbox"/> Understand how to summarize information <input type="checkbox"/> Know how to use graphic organizers or Thinking Maps logically to move through the research project <input type="checkbox"/> Understand organizational structures that are used when writing a research report <input type="checkbox"/> Know how to cite sources			Vocabulary <input type="checkbox"/> topic <input type="checkbox"/> sources <input type="checkbox"/> information <input type="checkbox"/> key words <input type="checkbox"/> online <input type="checkbox"/> information <input type="checkbox"/> credit <input type="checkbox"/> cite <input type="checkbox"/> bibliography <input type="checkbox"/> citation page
Question Stems <input type="checkbox"/> What is the topic of your report? <input type="checkbox"/> Can you narrow your topic? <input type="checkbox"/> What sources will you use to find information? <input type="checkbox"/> What key words can you use to find your topic online? <input type="checkbox"/> Where can you go to find more information? <input type="checkbox"/> How will you give your sources credit? <input type="checkbox"/> What is the page called where you will list your sources? <input type="checkbox"/> How will your group divide the work?			
W 1.7: Participate in shared research and writing projects <i>(e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</i>		W 3.7: Conduct short research projects that build knowledge about a topic.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

W 2.8	Standard: Recall information from experiences or gather information from provided sources to answer a question.	Anchor: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I gather information to answer a question? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer a question by recalling information from experiences. <input type="checkbox"/> Answer a question using information from a provided source or multiple sources. <input type="checkbox"/> Recall information. <input type="checkbox"/> Gather information from sources. <input type="checkbox"/> Know how to use search engines Understand how to summarize information <input type="checkbox"/> Know how to organize information <input type="checkbox"/> Understand how to sort information by categories <input type="checkbox"/> Understand how to use note-taking strategies, such as use of index cards, notebooks, graphic organizers, or Thinking Maps 		<p style="text-align: center;">Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> sources <input type="checkbox"/> list <input type="checkbox"/> bibliography <input type="checkbox"/> citation page <input type="checkbox"/> cite <input type="checkbox"/> note-taking <input type="checkbox"/> paraphrase <input type="checkbox"/> internet search <input type="checkbox"/> library sources <p style="text-align: center;">Key Strategies</p> <ul style="list-style-type: none"> • Model using schema and information from sources to answer a question • Model finding and using key details and vocabulary in research writing • Model summarizing information (using students' own words) • Provide opportunities and materials for research and writing projects in core content areas
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What sources did you use to find your information? <input type="checkbox"/> What sources did you find on an internet search? <input type="checkbox"/> What sources did you find in a library search? <input type="checkbox"/> How can you paraphrase this sentence? <input type="checkbox"/> Can you write this sentence using your own words? <input type="checkbox"/> Is this information important to your research? <input type="checkbox"/> Can you use an organizer to help you group your ideas? 		
W 1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	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.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

W 2.10	Standard: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.	Anchor: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				
Essential Question(s)(s): <ul style="list-style-type: none"><input type="checkbox"/> Can I write for short time frame and extended response to prompts?<input type="checkbox"/> Can I write extended time papers for a variety of audiences and purposes? Essential Skills/Concept <ul style="list-style-type: none"><input type="checkbox"/> Select appropriate writing topics<input type="checkbox"/> Organize thoughts to focus on a topic<input type="checkbox"/> Recognize the purpose for writing<input type="checkbox"/> Know your audience<input type="checkbox"/> Know how to research a topic using various sources<input type="checkbox"/> Know how to conclude different types of writings<input type="checkbox"/> Know that a research paper has an introduction, body, and conclusion<input type="checkbox"/> Know that for writing a research project you must include and cite various sources		<table><tr><th>Vocabulary</th><th>Key Strategies</th></tr><tr><td><ul style="list-style-type: none"><input type="checkbox"/> research<input type="checkbox"/> report<input type="checkbox"/> narrative<input type="checkbox"/> reflection<input type="checkbox"/> revise<input type="checkbox"/> proofread<input type="checkbox"/> edit<input type="checkbox"/> audience<input type="checkbox"/> proofreading<input type="checkbox"/> checklist</td><td><p>Move from writing simple sentences to descriptive sentences by expanding the sentences.</p><ul style="list-style-type: none">• Use writing prompts• Journal writing• Research projects• Mini-lessons• Language-Experience writing• Shared writing using predictable charts• Teacher modeling -- Interactive writing<p>Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning</p></td></tr></table>	Vocabulary	Key Strategies	<ul style="list-style-type: none"><input type="checkbox"/> research<input type="checkbox"/> report<input type="checkbox"/> narrative<input type="checkbox"/> reflection<input type="checkbox"/> revise<input type="checkbox"/> proofread<input type="checkbox"/> edit<input type="checkbox"/> audience<input type="checkbox"/> proofreading<input type="checkbox"/> checklist	<p>Move from writing simple sentences to descriptive sentences by expanding the sentences.</p> <ul style="list-style-type: none">• Use writing prompts• Journal writing• Research projects• Mini-lessons• Language-Experience writing• Shared writing using predictable charts• Teacher modeling -- Interactive writing <p>Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning</p>
Vocabulary	Key Strategies					
<ul style="list-style-type: none"><input type="checkbox"/> research<input type="checkbox"/> report<input type="checkbox"/> narrative<input type="checkbox"/> reflection<input type="checkbox"/> revise<input type="checkbox"/> proofread<input type="checkbox"/> edit<input type="checkbox"/> audience<input type="checkbox"/> proofreading<input type="checkbox"/> checklist	<p>Move from writing simple sentences to descriptive sentences by expanding the sentences.</p> <ul style="list-style-type: none">• Use writing prompts• Journal writing• Research projects• Mini-lessons• Language-Experience writing• Shared writing using predictable charts• Teacher modeling -- Interactive writing <p>Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning</p>					
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> Write about<input type="checkbox"/> You will have _____minutes to write about<input type="checkbox"/> What will you do to plan your writing?<input type="checkbox"/> Use your proofreading checklist when you are editing and revising<input type="checkbox"/> Re-read your writing or ask a partner to read it to see if there are additions your need to make<input type="checkbox"/> As you plan your paper think about whom your audience is and why you are writing.<input type="checkbox"/> How is writing a report different from writing a narrative?						
		W 3.10: Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences.				

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

SL 2.1	Standard: Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. <div><div>a.</div><div>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).</div><div>b.</div><div>Build on others' talk in conversations by linking their comments to the remarks of others.</div><div>c.</div><div>Ask for clarification and further explanation as needed about the topics and texts under discussion.</div></div>	Anchor: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
Essential Question(s) <div><div><input type="checkbox"/></div><div>When is an appropriate time to ask or answer questions?</div></div> <div><div><input type="checkbox"/></div><div>How can I add to a conversation?</div></div> Essential Skills <div><div><input type="checkbox"/></div><div>Follow teacher directed rules for discussion.</div><div><input type="checkbox"/></div><div>Teacher models and instructs how to appropriately respond to group discussion.</div><div><input type="checkbox"/></div><div>Recognize how others listen.</div><div><input type="checkbox"/></div><div>Ask clarifying questions to elaborate on 2nd grade topics and/or text.</div><div><input type="checkbox"/></div><div>Know how to contribute to a conversation or discussion</div><div><input type="checkbox"/></div><div>Be aware of topics/texts that are being discussed</div><div><input type="checkbox"/></div><div>Know how to respond to the ideas of others in the group.</div><div><input type="checkbox"/></div><div>Use acceptable structures for building on the ideas of other side as of others</div><div><input type="checkbox"/></div><div>Know how to express ideas that are similar/different from those already expressed</div></div>		<table><tr><th>Vocabulary</th><th rowspan="2">Key Strategies</th></tr><tr><td><div><div><input type="checkbox"/></div><div>collaboration</div><div><input type="checkbox"/></div><div>conversation</div><div><input type="checkbox"/></div><div>discussion</div><div><input type="checkbox"/></div><div>comments</div></div></td></tr></table>	Vocabulary	Key Strategies	<div><div><input type="checkbox"/></div><div>collaboration</div><div><input type="checkbox"/></div><div>conversation</div><div><input type="checkbox"/></div><div>discussion</div><div><input type="checkbox"/></div><div>comments</div></div>
Vocabulary	Key Strategies				
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Question Stems <div><div><input type="checkbox"/></div><div>Do you agree with your partner or the ideas regarding the text? Why or why not? Please explain.</div><div><input type="checkbox"/></div><div>Can you elaborate on your partner's comment? Please express your opinion.</div><div><input type="checkbox"/></div><div>Is there anything you can add to your partner's comment?</div><div><input type="checkbox"/></div><div>When given a prompt, students will use established rules for group discussion.</div><div><input type="checkbox"/></div><div>Do you agree or disagree with the idea?</div><div><input type="checkbox"/></div><div>Can you repeat what ____said in your own words.</div></div>		<div><div><div><div>●</div><div>Establish agreed- upon rules for discussions and practice implementing the rules.</div></div><div><div>●</div><div>Model speaking in an appropriate volume, entering a conversation appropriately, engaging in turn -taking in conversation, and using appropriate ways of getting a turn.</div></div><div><div>●</div><div>Model listening to and building on the talk of others, asking questions for clarification to gain information, participating actively in whole -class and small -group discussions, and using specific vocabulary when talking about topics and texts.</div></div><div><div>●</div><div>Provide opportunities for conversations among peers and adults in small and large settings</div></div></div></div>			
SL 1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <div><div>a.</div><div>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).</div><div>b.</div><div>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</div><div>c.</div><div>Ask questions to clear up confusion about the topics and texts under discussion.</div></div>	SL 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners <i>on grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <div><div>a.</div><div>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</div><div>b.</div><div>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).</div><div>c.</div><div>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</div><div>d.</div><div>Explain their own ideas and understanding in light of the discussion.</div></div>				

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

SL 2.2	Standard: Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).	Anchor: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
Essential Question(s) <input type="checkbox"/> How can I verbally express key details from information?		Key Strategies <ul style="list-style-type: none">• Employ effective speaking and listening skills.• Use oral and written language skillfully.• Model identifying key ideas and details from an oral reading or presentation.• Model and practice listening with attention and understanding to oral reading of various texts and identifying the main idea and details.• Provide opportunities for students to experience diverse media, such as graphs, videos, and digital resources.• Provide opportunities for students to recount or describe key ideas or details from the diverse media	
Essential Skills <ul style="list-style-type: none"><input type="checkbox"/> Recognize the main ideas presented in text<input type="checkbox"/> Recognize supporting details<input type="checkbox"/> Understand visual, oral, and digital informational formats<input type="checkbox"/> Recognize what information is being conveyed through diverse media, such as graphs, videos, and digital resources<input type="checkbox"/> Recount key ideas and/or details from a text read aloud.<input type="checkbox"/> Recount key ideas and/or details from information presented orally.<input type="checkbox"/> Recount key ideas and/or details through other media.<input type="checkbox"/> Describe key ideas or details from a text read aloud.<input type="checkbox"/> Describe key ideas or details from information presented orally.<input type="checkbox"/> Describe key ideas or details through other media.			Vocabulary <ul style="list-style-type: none"><input type="checkbox"/> recount<input type="checkbox"/> graph<input type="checkbox"/> graphics<input type="checkbox"/> charts<input type="checkbox"/> main idea<input type="checkbox"/> summarize<input type="checkbox"/> oral<input type="checkbox"/> media<input type="checkbox"/> supporting ideas<input type="checkbox"/> key ideas
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> What was the main idea of the video can you discuss with your partner?<input type="checkbox"/> How did you decide _____ was the main idea?<input type="checkbox"/> Using your own words, summarize the video with your partner?<input type="checkbox"/> Can you explain this graph?<input type="checkbox"/> This chart explains _____?<input type="checkbox"/> Why is information put into charts or graphs?<input type="checkbox"/> Can you think of any other information that could be graphed or charted?<input type="checkbox"/> Can you describe the steps you followed?			
SL 1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. a. Give, restate, and follow simple two-step directions.		SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

SL 2.3	Standard: 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.	Anchor: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Essential Question(s) <input type="checkbox"/> What kinds of questions should I ask during a presentation to increase my understanding? Essential Skills <input type="checkbox"/> Identify a speaker's topic or issue. <input type="checkbox"/> Formulate appropriate questions about a speaker's statements to clarify comprehension. <input type="checkbox"/> Formulate appropriate questions about a speaker's statements to gather additional information. <input type="checkbox"/> Formulate appropriate questions about a speaker's statements to deepen understanding of a topic or issue. <input type="checkbox"/> Formulate answers to questions about what a speaker says to clarify comprehension. <input type="checkbox"/> Formulate answers to questions about what a speaker says to provide additional information. <input type="checkbox"/> Formulate answers to questions about what a speaker says to deepen understanding of a topic or issue. <input type="checkbox"/> Know the point at which they become confused. <input type="checkbox"/> Realize that additional information is needed for understanding		Vocabulary <input type="checkbox"/> speaker <input type="checkbox"/> information <input type="checkbox"/> important <input type="checkbox"/> understand <input type="checkbox"/> describe <input type="checkbox"/> detail <input type="checkbox"/> evidence
Question Stems <input type="checkbox"/> What did the speaker say? Can you say that in a different way? <input type="checkbox"/> What did this remind you of? <input type="checkbox"/> What was the most important part that you heard? <input type="checkbox"/> What did you want to know more about? <input type="checkbox"/> What would you say if you didn't understand the speaker? <input type="checkbox"/> What would be one question that you could ask so you could find out more information? <input type="checkbox"/> What was the most important detail? <input type="checkbox"/> I didn't understand can you share some examples?		Key Strategies <ul style="list-style-type: none">• Employ effective speaking and listening skills.• Explain the difference between a question and an answer/statement.• Model asking and answering questions in small and large group settings.• Provide discussion prompts through anchor charts• Provide opportunities for students to practice asking and answering questions in small and large group settings.• Engage students in self--monitoring so they know when and how to ask questions when they do not understand• Encourage the use of Who What When Where Why cards. Pass out a card prior to speech, ask for a question following speech.
SL 1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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SL 2.4	Standard: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Anchor: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<div> Essential Question(s) <ul style="list-style-type: none"> <input type="checkbox"/> Why is it important to describe people, places, things, and events with details? <input type="checkbox"/> How can I speak clearly in sentences that make sense to the listener? </div> <div> Essential Skills <ul style="list-style-type: none"> <input type="checkbox"/> Identify appropriate facts. <input type="checkbox"/> Identify relevant, descriptive details. <input type="checkbox"/> Identify and recall an experience. <input type="checkbox"/> Recognize what constitutes a coherent sentence. <input type="checkbox"/> Recognize what constitutes an adequate audible volume. <input type="checkbox"/> Determine appropriate facts. <input type="checkbox"/> Determine relevant, descriptive details. <input type="checkbox"/> Formulate coherent sentences. <input type="checkbox"/> Tell a story or recount an experience aloud, with appropriate facts. <input type="checkbox"/> Tell a story or recount an experience aloud, with relevant, descriptive details. <input type="checkbox"/> Tell a story while speaking audibly in coherent sentences </div>		<div> Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> pace <input type="checkbox"/> descriptive <input type="checkbox"/> relate <input type="checkbox"/> recount <input type="checkbox"/> recall <input type="checkbox"/> relevant </div> <div> Key Strategies <ul style="list-style-type: none"> Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. Understand strategies for organizing a presentation such as brainstorming, the use of graphic organizer, or Thinking Maps Explain the difference between a question and an answer/statement. Model asking and answering questions in small and large group settings. Provide discussion prompts through anchor charts Provide opportunities for students to practice asking and answering questions in small and large group settings. Engage students in self-monitoring so they know when and how to ask questions when they do not understand. </div>
Question Stems <ul style="list-style-type: none"> <input type="checkbox"/> What is the theme of your report or presentation? <input type="checkbox"/> Did you write or present facts that were relevant? <input type="checkbox"/> What descriptive words or language did you use? <input type="checkbox"/> When you related the events, did they have a beginning, a middle, and an end? <input type="checkbox"/> Does the order of your presentation make sense? 		
SL 1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <ul style="list-style-type: none"> a. Memorize and recite poems, rhymes, and songs with expression. 	SL 3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <ul style="list-style-type: none"> a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. 	

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SL 2.5	Standard: 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.	Anchor: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
<p>Essential Question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I use audio recordings and visual displays to make my presentation more engaging for the audience? <p>Essential Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand how to use audio equipment <input type="checkbox"/> Understand voice pitch and inflection <input type="checkbox"/> Create visual displays such as legends, charts, graphs, and display boards <input type="checkbox"/> Select stories or poems for recording <input type="checkbox"/> Determine when it is appropriate to clarify ideas with drawings or visually. <input type="checkbox"/> Determine when it is appropriate to clarify thoughts with drawings or visually. <input type="checkbox"/> Determine when it is appropriate to clarify feelings with drawings or visually. <input type="checkbox"/> Clarify ideas, thoughts, and feelings by adding drawings/visual displays <input type="checkbox"/> Create audio recordings of stories or poems. <input type="checkbox"/> Add drawings/visual displays to stories. 		<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> presentation <input type="checkbox"/> display <input type="checkbox"/> visual <input type="checkbox"/> theme <input type="checkbox"/> enhance <input type="checkbox"/> emphasizing <p>Key Strategies</p> <ul style="list-style-type: none"> • Employ effective speaking and listening skills. • Model how to properly use audio recording devices. • Model appropriate voice, pace and prosody when reading aloud. • Discuss ways to enhance an effective presentation. • Provide opportunities for students to create audio recordings and visual displays for stories, poems or experiences when appropriate to clarify ideas, thoughts, and feelings.
<p>Question Stems</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the theme of your presentation? <input type="checkbox"/> What visuals will you use to enhance your presentation? <input type="checkbox"/> Have you practiced your reading emphasizing important words or points? <input type="checkbox"/> How is your pacing? <input type="checkbox"/> At what time in your presentation will you show your visuals? <input type="checkbox"/> Do your visuals support your presentation theme? <input type="checkbox"/> Have you chosen a book/poem to record? How did you decide? 		
SL 1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		SL 3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts/details.

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SL 2.6	Standard: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Anchor: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
Essential Question(s) <ul style="list-style-type: none">❑ How can I express my ideas clearly?❑ Why do I need to speak in complete sentences? Essential Skills <ul style="list-style-type: none">❑ Understand different levels of speech styles❑ Recognize when formal or informal English is appropriate❑ Understand that talking with friends is informal speech❑ Use academic, content specific vocabulary when presenting formally❑ Use complete sentences in formal presentations❑ Know that when constructing a formal response, Standard English grammar and language convention must be used		Vocabulary <ul style="list-style-type: none">❑ audience❑ formal English❑ informal English❑ presentation❑ respond❑ specific vocabulary	Key Strategies <ul style="list-style-type: none">• Employ effective speaking and listening skills. Model using complete sentences and provide positive feedback to students to be sure they use complete sentences.• Model using enthusiasm when speaking about a topic, showing confidence when presenting, telling stories in an interesting way, speaking in an appropriate volume to be heard, enunciating words clearly, using language appropriate to oral presentation words.• Provide opportunities for students to practice using enthusiasm when speaking about a topic, showing confidence when presenting, telling stories in an interesting way, speaking in an appropriate volume to be heard, enunciating words clearly, using language appropriate to oral presentation words.
Question Stems <ul style="list-style-type: none">❑ Don't forget to use a complete sentence❑ Who is your audience?❑ Would you use formal or informal English with this audience?❑ Why would you use formal English?❑ Why would you use informal English?❑ What type of language do you use when talking with friends?❑ What type of language do you use when giving a presentation?❑ What is the specific vocabulary that relates to your topic?❑ When will you use this specific vocabulary?			
SL 1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)		SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 2

L 2.1	Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	Anchor: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	Essential Question(s) <input type="checkbox"/> Why is grammar important when speaking or writing?	Vocabulary <input type="checkbox"/> legible <input type="checkbox"/> collective noun <input type="checkbox"/> irregular verbs <input type="checkbox"/> pronouns <input type="checkbox"/> adjectives <input type="checkbox"/> produce <input type="checkbox"/> simple sentence <input type="checkbox"/> compound sentence <input type="checkbox"/> past tense	Key Strategies <input type="checkbox"/> Model correct conventions of Standard English; grammar and usage when speaking and writing. <input type="checkbox"/> Integrate conversations about conventions of Standard English grammar and usage in the literacy block (e.g., reading, writing, language). <input type="checkbox"/> Utilize mini lessons as a teaching point for conventions of Standard English grammar and usage. <input type="checkbox"/> Provide opportunities for conferencing about their writing with peers and adults. <input type="checkbox"/> Provide anchor charts for Standard English (student- generated, class-generated).
	Essential Skills <input type="checkbox"/> Identify collective nouns. (group, herd, school, etc) <input type="checkbox"/> Recognize irregular plural nouns.(moose, deer, mice, bison) <input type="checkbox"/> Know how regular plurals are formed <input type="checkbox"/> Distinguish between a regular and irregular plural <input type="checkbox"/> Recognize and use reflexive pronouns. <input type="checkbox"/> Identify when to use past tense of irregular verbs when writing and speaking. <input type="checkbox"/> Identify and use adjectives and adverbs.. <input type="checkbox"/> Know that the subjects and predicates in a sentence can be moved and still make sense.		
Question Stems <input type="checkbox"/> Listen as I read what you wrote. Did that sound right? <input type="checkbox"/> Read what you wrote slowly? Did you write what you just said? <input type="checkbox"/> Is there another word that would be specific <input type="checkbox"/> How might you write the plural of that word? <input type="checkbox"/> Can you add adjectives to your sentence? <input type="checkbox"/> Can you tell where the action happened?			
L 1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal (subject, object), possessive, and indefinite pronouns e. Use verbs to convey a sense of past, present, and future f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	L 3.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood) d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.		

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L 2.2	Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Anchor: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Essential Question(s) <input type="checkbox"/> Why are conventions important when writing? <input type="checkbox"/> How does using appropriate capitalization, punctuation, and spelling help my writing? Essential Skills/Concept <input type="checkbox"/> Capitalize holidays, product names, geographic names. <input type="checkbox"/> Use commas in greetings and closings of letters <input type="checkbox"/> Understand that an apostrophe replaces missing letters. <input type="checkbox"/> Use spelling patterns, word roots, affixes, syllable construction <input type="checkbox"/> Use dictionaries or digital media to look for the correct spelling of a word		Vocabulary <input type="checkbox"/> capital <input type="checkbox"/> holidays <input type="checkbox"/> product names <input type="checkbox"/> apostrophe <input type="checkbox"/> contractions <input type="checkbox"/> possessives <input type="checkbox"/> greeting <input type="checkbox"/> letter <input type="checkbox"/> reference material
Question Stems <input type="checkbox"/> What words in this sentence should be capitalized? <input type="checkbox"/> Remember to capitalize the name of a place. <input type="checkbox"/> What punctuation do you need to show something belongs to someone? <input type="checkbox"/> When you combine two words to make a contraction you need to add an apostrophe. <input type="checkbox"/> What can you use to help you check your spelling?		Key Strategies <ul style="list-style-type: none">• Integrate conversations about conventions of Standard English capitalization, punctuation, and spelling in the literacy block (e.g., reading, writing, language)• Utilize mini lessons as a teaching point for conventions of Standard English capitalization, punctuation, and spelling• Partner search text for examples of rules• Provide opportunities for conferencing about their writing with peers and adults Model use of language resources (e.g., dictionary, thesaurus)• Provide anchor charts (student-generated, class-generated)• Use Literacy stations to target skills
L 1.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L 3.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including dictionaries, to correct spellings.	

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L 2.3	Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Recognize formal and informal uses of English. b. Compare formal and informal uses of English.	Anchor: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Essential Question(s) <input type="checkbox"/> How does language impact speaking, listening, reading, and writing? Essential Skills <input type="checkbox"/> Understand basic punctuation rules <input type="checkbox"/> Understand basic capitalization rules <input type="checkbox"/> Understand basic grammar rules <input type="checkbox"/> Recognize that words have differences or shades of meaning <input type="checkbox"/> Know that punctuation like commas, exclamation, and question marks can be used for effect <input type="checkbox"/> Distinguish between situations that call for formal English and those where informal English is appropriate		Vocabulary <input type="checkbox"/> purpose <input type="checkbox"/> presentation <input type="checkbox"/> audience <input type="checkbox"/> tone <input type="checkbox"/> style <input type="checkbox"/> punctuation <input type="checkbox"/> grammar <input type="checkbox"/> precise <input type="checkbox"/> thesaurus <input type="checkbox"/> quote <input type="checkbox"/> speech
Question Stems <input type="checkbox"/> Have you determined the purpose for your speech/writing/presentation? <input type="checkbox"/> Who will be your audience? <input type="checkbox"/> Is the tone or style appropriate to your audience? <input type="checkbox"/> Have you followed the rules of punctuation and grammar? <input type="checkbox"/> Did you practice your presentation with your group and did they provide you with feedback? <input type="checkbox"/> In your group, did you talk about using precise language to convey your ideas? <input type="checkbox"/> Did you use a thesaurus to locate other ways to say_____? <input type="checkbox"/> Did you use quotes, questions, or exclamations to add to importance to your writing/presentation? <input type="checkbox"/>		Key Strategies <ul style="list-style-type: none">Expose students to mentor texts using formal and informal language (English).Model appropriate language when writing, speaking, reading, and listening for the purpose and audience.Provide opportunities for students to recognize the difference between formal and informal language (English).Provide opportunities for students to use the knowledge gained of language and its conventions when writing, speaking, reading, and listening.Use Literacy stations to target skills
L.1.3 none		L 3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.

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L 2.4	Standard: Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. <div>a. Use sentence-level context as a clue to the meaning of a word or phrase.</div> <div>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</div> <div>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</div> <div>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</div> <div>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</div>		Anchor: Determine or clarify the meaning of unknown and multiple- meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	Essential Question(s): <div><input type="checkbox"/> What strategies can help me determine the meaning of unknown words?</div> Essential Skills <div><input type="checkbox"/> Identify context clues help provide clues to word or phrase meaning</div> <div><input type="checkbox"/> Identify common prefixes and roots</div> <div><input type="checkbox"/> Apply knowledge of common root words to problem solve new words with same root (e.g.,addition, additional)</div> <div><input type="checkbox"/> Know how to use a textbook glossary</div> <div><input type="checkbox"/> Use a print or digital dictionary to locate definitions of key words or phrases</div> <div><input type="checkbox"/> Understand that sometimes two words can be combined to make a new word.</div> <div><input type="checkbox"/> Predict the meaning of compound words by using meaning of individual parts</div>	Vocabulary <div><input type="checkbox"/> multiple meaning</div> <div><input type="checkbox"/> unknown words</div> <div><input type="checkbox"/> definition</div> <div><input type="checkbox"/> compound words</div> <div><input type="checkbox"/> prefix</div> <div><input type="checkbox"/> root word</div>	Key Strategies <div><div>● Use Literacy stations to target skills.</div><div>● Model oral and written language skillfully.</div><div>● Model strategies for how to determine new meanings of known words using context (e.g., "I'm going to play at the park." vs. "I'm going to park my bike.").</div><div>● Model strategies for how to determine the meaning of unknown words using context clues, dictionaries, and glossaries.</div><div>● Provide opportunities for students to recognize and define common prefixes (e.g., un-, dis-, re-) and suffixes (e.g., -s, ies, -ed, -ing, -ly, -ful).</div><div>● Provide opportunities for students to recognize base words and remove prefixes and suffixes to break them down and solve them.</div></div>
Question Stems <div><input type="checkbox"/> What strategies have you used to help you figure out what this word means?</div> <div><input type="checkbox"/> Have you tried looking in the dictionary or glossary to help you figure out the meaning of the word?</div> <div><input type="checkbox"/> Have you read the sentences around the word to help you determine what the word means?</div> <div><input type="checkbox"/> Can you go online and search for the meaning of the word?</div> <div><input type="checkbox"/> There are two words you know on this word. Can you use them to help you understand what the word means?</div>			
L 1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. <div>a. Use sentence-level context as a clue to the meaning of a word or phrase.</div> <div>b. Use frequently occurring affixes as a clue to the meaning of a word.</div> <div>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</div>	L 3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. <div>a. Use sentence-level context as a clue to the meaning of a word or phrase.</div> <div>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable /disagreeable, comfortable /uncomfortable, care/careless, heat/preheat</i>).</div> <div>c. Use a known root word as a clue to the meaning of an unknown word with the same root</div> <div>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases in all content areas.</div>		

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L 2.5	Standard: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>). Anchor: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Essential Question(s) <input type="checkbox"/> How do I recognize word patterns? Essential Skills <input type="checkbox"/> Understand literal and non-literal meanings <input type="checkbox"/> Understand that words have shades or degrees of meaning <input type="checkbox"/> Understand the connections between words and their use <input type="checkbox"/> Distinguish meaning between closely related verbs and adj. <input type="checkbox"/> Understand shades of meaning as it relates to state of mind or degrees of certainty <input type="checkbox"/> Demonstrate understanding of nuances in word meanings.	Vocabulary <input type="checkbox"/> shades of meaning <input type="checkbox"/> literal meaning <input type="checkbox"/> non-literal meaning <input type="checkbox"/> adjectives <input type="checkbox"/> adverbs <input type="checkbox"/> real life- connections <input type="checkbox"/> context <input type="checkbox"/> specific
Key Strategies <ul style="list-style-type: none">Model the use written and oral language skillfully.Expose students to a variety of word relationships and meanings.Expose students to a variety of related verbs and closely related adjectives.Reinforce meaning of related verbs and closely related adjectives through kinesthetic activities (e.g., drawing, scribbling movement, Physical Response)	
Question Stems <input type="checkbox"/> Where do you think the word _____ comes from? <input type="checkbox"/> What is the author telling us when he used the word <u><i>spicy</i></u> ? <input type="checkbox"/> In what other context could this word be used? <input type="checkbox"/> Without changing the meaning, what word could you add to make the sentence stronger? <input type="checkbox"/> What word would best describe this character? <input type="checkbox"/> What is the literal meaning of this sentence? <input type="checkbox"/> What real-life connection can you make? <input type="checkbox"/> Which word is the best to use so that we can really show what this is like? <input type="checkbox"/> Let's make a list from -_____to_____so that we can decide which word is best to use (Gradient Scale e.g., hot to cold; slow to fast; walk to run)	
L 1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> , <i>peek</i> , <i>glance</i> , <i>stare</i> , <i>glare</i> , <i>scowl</i>) and adjectives differing in intensity (e.g., <i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	L 3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).

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L 2.6	Standard: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Anchor: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Essential Skills <ul style="list-style-type: none"><input type="checkbox"/> Practice opportunities to hear words used in different contexts<input type="checkbox"/> Acquire and use words that are basic to understanding a concept<input type="checkbox"/> Determine which word best describes an action, emotion, or state of being<input type="checkbox"/> Develop an amount of grade level academic words and phrases<input type="checkbox"/> After hearing or reading a word, the student begins to use it in the spoken and written language		Vocabulary <ul style="list-style-type: none"><input type="checkbox"/> academic<input type="checkbox"/> specific<input type="checkbox"/> general<input type="checkbox"/> emotions<input type="checkbox"/> actions<input type="checkbox"/> precise<input type="checkbox"/> shades of meaning<input type="checkbox"/> respond
Question Stems <ul style="list-style-type: none"><input type="checkbox"/> Today our target word is ____ Look for a chance to use this word today.<input type="checkbox"/> As part of your homework, I want you to look for the words that we have been studying.<input type="checkbox"/> Can you think of a better word to use here?<input type="checkbox"/> What would be a more precise word?<input type="checkbox"/> Without changing the meaning of the sentence, which word can best be used to replace the underlined part?<input type="checkbox"/> What word would best describe _____?<input type="checkbox"/> Can you restate this sentence using more precise words?<input type="checkbox"/> Can you replace a word in this sentence with another word that is more precise or specific?		Key Strategies <ul style="list-style-type: none">• Model the use of specific language from stories and informational texts when responding to texts.• Model using adjectives and adverbs to describe when speaking and writing.• Provide opportunities for students to use specific language from stories and informational texts when responding to texts.• Provide opportunities for students to use adjectives and adverbs to describe when speaking and writing.
L 1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).		L 3.6: Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).