

Bloomington School District

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| CONTENT AREA: English Language Arts | GRADE: 2 | UNITS #1 – 5 |
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Unit 1 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
|----------|---|---------------------------|---|
| 1 | Answer questions such as who, what where, when, and how about key details in a text. | RL.2.1 | Read aloud, turn and talk |
| 2 | Describe how characters respond to major events and challenges in a story. | RL.2.3 | Turn and talk |
| 3 | Describe the overall structure of a story. | RL.2.5 | Mini-lesson, Guided Reading |
| 4 | Describe how the beginning of a story introduces the story and the ending concludes the action. | RL.2.5 | Mini-lesson, read aloud |
| 5 | Write a description of characters, setting, or plot using information from illustrations and key words from the text (print or digital). | RL.2.7 | Interactive writing, computer, Smartboard |
| 6 | Identify examples of rhymes and describe how they supply rhythm and meaning in a story, poem, or song. | RL.2.4 | Interactive reading |
| 7 | Describe differences in story characters' points of view in complete sentences, including using a different voice for each character when reading dialogue aloud. | RL.2.6; SL.2.6 | Guided Reading |
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| 8 | Participate in small groups following agreed-upon rules in order to explore grade two concepts addressed across the curriculum, recognizing aspects of discussion (e.g., respectful ways of listening, speaking one at a time, building on others' talk) and asking for clarification when necessary using familiar words and phrases. | SL.2.1.a,b,c; L.2.6 | Small group, literacy center |
| 9 | Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs, and a closing sentence. | W.2.3; L.2.1.d; L.2.2.d | Independent writing |
| 10 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences and checking and correcting spelling using beginning dictionaries as needed. | W.2.5; L.2.1.f; L.2.2.e | Independent writing, dictionaries, conferencing |
| 11 | Form and use frequently occurring irregular plural nouns (e.g., feet, children). | L.2.1.b | Literacy center |
| 12 | Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse). | L.2.4.d | Literacy center |
| 13 | Identify real-life connections between words and their use (e.g., describe foods that are sweet). | L.2.5.a | Mini-lesson |
| 14 | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny). | L.2.5.b | Modeling, literacy center |
| 15 | Capitalize holidays, product names, and geographic names. | L.2.2.a | Literacy center, independent writing |
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| 16 | Use commas in greetings and closings of letters. | L.2.2.b | Interactive writing, literacy center |
| 17 | Use an apostrophe to form contractions and frequently occurring possessives. | L.2.2.c | Literacy center |
| 18 | Identify the main topic of a multiparagraph text. | RI.2.2 | Mini-lesson, Guided Reading |
| 19 | Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context. | RI.2.4; L.2.4.a | Guided Reading |
| 20 | Read regularly spelled one syllable words correctly by distinguishing long and short vowels. | RF.2.3.a | Guided Reading |
| 21 | Read high-frequency, regular and irregular one and two-syllable words containing long and short vowels and common vowel teams. | RF.2.3.b,c,f | Guided Reading, literacy center |
| 22 | Read grade-level text with purpose and understanding. | RF.2.4.a | Guided Reading, independent reading |
| 23 | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | RF.2.4.b | Guided Reading, independent reading |
| 24 | Confirm or self-correct words using context. | RF.2.4.c | Guided Reading, independent reading |

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| Code # | Common Core State Standards |
|---------------|---|
| RL.2.1 | Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
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| RF.2.3 | <p>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.f. Recognize and read grade-appropriate irregularly spelled words. |
| RF.2.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">a. Read grade-level text with purpose and understanding.b. Read grade-level text orally with accuracy, appropriate rate, and expression.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| W.2.3 | <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> |
| W.2.5 | <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> |
| W.2.6 | <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> |
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SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

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L.2.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

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L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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UNITS #1 – 5

Unit 2 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
|----|--|-----------------------|--------------------------------|
| 1 | Describe how characters in a story respond to major events and challenges. | RL.2.3 | Read aloud, turn and talk |
| 2 | Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot. | RL.2.7 | Read aloud, Guided Reading |
| 3 | Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text. | RI.2.1 | Read aloud, turn and talk |
| 4 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | RI.2.2 | Mini-lesson, Guided Reading |
| 5 | Describe connections between a series of historical events, scientific ideas or concepts, or procedures in a text. | RI.2.3 | Mini-lesson, graphic organizer |
| 6 | Identify and use various text features (e.g., <i>captions</i>), to locate key facts or information and to determine the meaning of words and phrases relevant to a grade two topic. | RI.2.4; RI.2.5 | Vocabulary, graphic organizer |
| 7 | Identify the main purpose of a text and what the author wants to answer, explain, or describe. | RI.2.6 | Guided Reading |
| 8 | Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text. | RI.2.7 | Guided Reading, conferencing |
| 9 | Describe how reasons support specific points the author makes in a text. | RI.2.8 | Modeling, mini-lesson |
| 10 | Compare and contrast the most important points presented by two texts on the same topic. | RI.2.9 | Graphic organizer |
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| 11 | Read regularly spelled one-syllable words correctly by distinguishing long and short vowels. | RF.2.3.a | Literacy center |
| 12 | <ul style="list-style-type: none"> • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel digraphs (e.g. <i>ai, ea, ee, <u>ie, oa, oo</u></i>). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. <i><u>au, ou/ow, oi/oy</u></i>). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for r-controlled vowels (e.g. <i><u>ar, er, ir, or, ur</u></i>). • Apply vowel pattern pronunciation generalizations to read words with these vowel digraphs, vowel diphthongs, and r-controlled vowels. | RF.2.3.b | Phonemic awareness/phonics |
| 13 | Decode regularly spelled two-syllable words with long vowels. | RF.2.3.c | Mini-lesson, literacy center |
| 14 | Sight-read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression. | RF.2.3.f | Guided Reading, independent reading |
| 15 | Read grade-level text with purpose and understanding. | RF.2.4.a | Guided Reading, independent reading |
| 16 | Apply decoding skills and use punctuation as cues to read grade-level text with appropriate rate, and expression. | RF.2.4.b | Guided Reading, independent reading |
| 17 | Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF.2.4.c | Guided Reading |
| 18 | Apply the writing process to develop an informative/explanatory text including facts and definitions derived from research and a closing statement. | W.2.2; W.2.8 | Independent writing, computer |
| 19 | Work with a group to research a topic and generate ideas for an informational paragraph. | W.2.7 | Small group, media center, computer |

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| 20 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing and checking and correcting spelling using beginning dictionaries and other reference materials. | W.2.5; L.2.2.e | Independent writing, conferencing, dictionaries, computer, media center |
| 21 | With guidance and support, produce and publish a writing piece using digital tools (e.g., a wiki). | W.2.6 | Independent writing, media center, computer |
| 22 | Develop textual connections and meaning through book discussions and ask questions to clarify understanding while maintaining a respectful interchange and balanced participation in a group setting. | SL.2.1.a,b,c | Turn and talk, peer sharing |
| 23 | Recount or describe key ideas and details from a text or information presented in any form (e.g., read aloud, movie, book on tape). | SL.2.2 | Turn and talk |
| 24 | Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding. | SL.2.3 | Turn and talk, Guided Reading |
| 25 | Tell a story using coherent sentences, appropriate facts and relevant, descriptive details, speaking audibly. | SL.2.4; SL.2.6 | Peer sharing, small group |
| 26 | Produce audio recordings of stories or poems, adding drawings or visual displays of experiences appropriately to clarify ideas, thoughts, and feelings. | SL.2.5 | Media center, computer, literacy center |
| 27 | Use collective nouns (e.g., team), reflexive pronouns (e.g., myself), adjectives, and adverbs appropriately when writing or speaking. | L.2.1. a, c, e | Independent writing, peer sharing |
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| 28 | Compose a friendly letter in which commas are used correctly in a greeting and closing. | L.2.2.b | Independent writing, literacy center |
| 29 | Check the spelling and clarify the meaning of words or phrases using a print or digital dictionary. | L.2.2.e; L.2.4.e | Computer, literacy center |

| Code # | Common Core State Standards |
|---------------|--|
| RI.2.1 | Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. |
| RI.2.3. | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| RI.2.8 | Describe how reasons support specific points the author makes in a text. |
| RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |

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| SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | | |
| SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | |
| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | |
| SL.2.5 | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | | |
| L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | | |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. | | |
| RL.2.7 | Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. | | |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | | |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . | | |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. 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. f. Recognize and read grade-appropriate irregularly spelled words. | | |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | |

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| W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. |
| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |

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CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

Unit 3 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
|---|---|-----------------------|---|
| 1 | Describe key details of a read text by asking questions such as who, what, where, when, why, and how. | RL.2.1 | Read aloud, turn and talk |
| 2 | Recall and describe the central message, lesson, or moral of a story including fables and folktales from diverse cultures. | RL.2.2 | Read aloud, turn and talk |
| 3 | Describe how characters respond to major story events and challenges. | RL.2.3 | Turn and talk |
| 4 | Describe the feeling and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | RL.2.4 | Read-aloud, modeling |
| 5 | Describe the structure of a story including a description of the introduction and closing action. | RL.2.5 | Mini-lesson |
| 6 | Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' points of view. | RL.2.6 | Read aloud, Guided Reading, partner reading |
| 7 | Use print or digital text and illustrations to develop understanding of characters, setting, or plot. | RL.2.7 | Media center, computer, mini-lesson |
| 8 | Outline the similarities and differences between two versions of the same story (e.g., Cinderella stories) written from the perspective of two different cultures or authors. | RL.2.9 | Graphic organizer |
| 9 | Determine the meaning of words and phrases in a text using text features and context clues. | RI.2.4 | Vocabulary |
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| 10 | <ul style="list-style-type: none"> • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for vowel diphthongs (e.g. <i>au</i>, <i>ou/ow</i>, <i>oi/oy</i>). • Associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, for (e.g. <i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, <i>ur</i>). • Apply vowel pattern pronunciation generalizations to read words with these vowel diphthongs and r-controlled vowels. | RF.2.3.b | Phonemic awareness |
| 11 | Decode words with common prefixes (e.g., <i>un-</i> , <i>dis-</i> , <i>re-</i> , <i>pre-</i> , <i>mis</i>) and common suffixes (e.g., <i>-ful</i> , <i>-less</i> , <i>er</i>) | RF.2.3.d | Word study |
| 12 | Identify common irregularly spelled words (e.g., <i>bread</i> , <i>love</i> , <i>would</i> , <i>could</i> , <i>their</i> , <i>there</i> , <i>none</i> , <i>both</i>). | RF.2.3.e | Mini-lesson, spelling |
| 13 | Read grade-appropriate irregularly spelled words. | RF.2.3.f | Guided Reading, independent reading |
| 14 | Read grade-level text with purpose and understanding. | RF.2.4.a | Guided Reading, independent reading |
| 15 | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | RF.2.4.b | Paired reading, independent reading, literacy center |
| 16 | Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF.2.4.c | Guided Reading |
| 17 | Write text focused on a clearly stated opinion on a topic or book including reasons supporting the opinion, linking words to connect ideas, and a concluding statement. | W.2.1 | Mini-lesson, independent writing |
| 18 | Apply the writing process to develop a narrative paragraph that includes an event or series of events, including details describing actions, thoughts and feelings and a concluding statement. Use time order words, irregular plural nouns, and past tense irregular verbs. | W.2.3; L.2.1.b,d | Modeling, interactive writing |

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| 19 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences. | W.2.5; L.2.1.f | Guided Writing, conferencing, literacy center |
| 20 | With guidance and support, work with a group to produce and publish a writing piece using digital tools (e.g., laptops). | W.2.6 | Interactive writing, small group, computer, Smartboard |
| 21 | Take turns responding to grade two topics and texts in small (or larger) group discussions, and when appropriate respond to comments provided by peers and build on comments provided. | SL.2.1.a,b | Small group, peer sharing, turn and talk |
| 22 | Ask for additional information as needed from peers when discussing a read text. | SL.2.1.c | Turn and talk, peer sharing |
| 23 | Recount or describe key story details or facts of a text shared orally or through other media. | SL.2.2 | Turn and talk, peer sharing |
| 24 | Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding. | SL.2.3 | Read aloud, turn and talk, Guided Reading |
| 25 | Speak in complete sentences when appropriate to task and situation in order to provide information to others. | SL.2.6 | Turn and talk, literacy center, peer sharing |
| 26 | Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing. | L.2.1.a,c,e | Peer sharing, turn and talk |
| 27 | Capitalize holidays, product names, and geographic names. | L.2.2.a | Literacy center |
| 28 | Use an apostrophe to form contractions and common possessives. | L.2.2.c | Mini-lesson, literacy center |
| 29 | Apply the knowledge of common root words to understand the meaning of unknown words with the same root. | L.2.4.c | Vocabulary, literacy center |

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UNITS #1 – 5

| Code # | Common Core State Standards |
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| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. 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. |
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). 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>). |
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UNITS #1 – 5

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| L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 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>). |
| RL.2.1 | Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| RL.2.4 | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud. |
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RI.2.4. | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| W.2.3 | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

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| W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. c. Use an apostrophe to form contractions and frequently occurring possessives. |

Bloomington School District

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| CONTENT AREA: English Language Arts | GRADE: 2 | UNITS #1 – 5 |
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Unit 4 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
|---|---|--------------------|---|
| 1 | Describe the feelings and tone words and phrases (e.g., regular beats, alliterations, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | RL.2.4 | Read aloud, modeling |
| 2 | Describe the structure of a story, including a description of the introduction and closing action. | RL.2.5 | Read aloud, mini-lesson, Guided Reading |
| 3 | Use print or digital text and illustrations to develop understanding of a story’s characters, setting, or plot. | RL.2.7 | Graphic organizer, computer |
| 4 | Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors. | RL.2.9 | Read aloud, graphic organizer |
| 5 | Show comprehension of an event found in an informational text by asking and answering questions about key details such as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> . | RI.2.1 | Read aloud, turn and talk |
| 6 | Determine the focus of specific paragraphs within informational text along with the main topic of a text that includes what the author wants to answer, explain, or describe. | RI.2.2; RI.2.6 | Read aloud, mini-lesson |
| 7 | Using informational texts, describe connections between scientific ideas or concepts. | RI.2.3 | Graphic organizer |
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Bloomingdale School District

| CONTENT AREA: English Language Arts | | GRADE: 2 | UNITS #1 – 5 |
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| 8 | Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject. | RI.2.4; RI.2.5 | Graphic organizer, Guided Reading |
| 9 | Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information. | RI.2.7 | Graphic organizer |
| 10 | Describe how reasons support specific points the author makes in a text. | RI.2.8 | Mini-lesson, Guided Reading |
| 11 | Compare and contrast the most important points presented by two texts on the same topic. | RI.2.9 | Graphic organizer, turn and talk |
| 12 | Apply vowel pattern pronunciation generalizations to correctly read words with vowel digraphs, vowel diphthongs, and r-controlled vowels. | RF.2.3.b | Phonemic awareness |
| 13 | Decode words with common prefixes (e.g., <i>un-</i> , <i>dis-</i> , <i>re-</i> , <u>pre-</u> , <u>mis</u>) and suffixes (e.g., <i>-ful</i> , <i>-less</i> , <i>-er</i>). | RF.2.3.d | Literacy center |
| 14 | Identify grade-appropriate commonly and irregularly spelled words (e.g., <i>bread</i> , <i>love</i> , <i>would</i> , <i>could</i> , <i>their</i> , <i>there</i> , <i>none</i> , <i>both</i>). | RF.2.3.e | Spelling, word study |
| 15 | Read grade-appropriate irregularly spelled words. | RF.2.3.f | Guided Reading, independent reading |
| 16 | Read grade-level text with purpose and understanding. | RF.2.4.a | Guided Reading, independent reading |
| 17 | Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | RF.2.4.b | Guided Reading, independent reading |

Bloomingdale School District

| CONTENT AREA: English Language Arts | | GRADE: 2 | UNITS #1 – 5 |
|--|---|----------------------------|--|
| 18 | Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF.2.4.c | Guided Reading |
| 19 | Apply the writing process to develop an informative/explanatory composition that introduces the topic, provides researched facts and definitions to develop specific points, and includes a closing sentence. | W.2.2 | Mini-lesson, independent writing |
| 20 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing simple and compound sentences as well as check and correct spellings by using beginning dictionaries or other reference materials. | W.2.5; L.2.1.f; L.2.2.e | Independent writing, peer editing, conferencing |
| 21 | With guidance and support, work with a group of peers to produce and publish a piece using digital tools (e.g., a wiki). | W.2.6 | Small group, peer editing, computer |
| 22 | Compose a response to a question based on recalled experiences or information gathered from provided sources. | W.2.8 | Modeling, peer sharing |
| 23 | Through respectful interchange and balanced participation, develop textual connections and meaning through book discussions in small and larger group settings to clarify understanding. | SL.2.1.a,b,c | Small group, peer sharing |
| 24 | Ask and answer questions about information presented to clarify comprehension, gain more information, or deepen understanding. | SL.2.3 | Mini-lesson, Guided Reading |
| 25 | Produce complete sentences when appropriate to task or situation in order to provide information to others. | SL.2.6 | Turn and talk, peer sharing |
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Bloomington School District

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| CONTENT AREA: English Language Arts | GRADE: 2 | UNITS #1 – 5 |
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| 26 | Using both the meaning of a known prefix and a known root word, define a newly formed word in which the prefix was added to the root word. | L.2.4.b | Vocabulary, word study, literacy center |
| 27 | Determine or clarify the meaning of unfamiliar words using a glossary or beginning dictionary (print or digital). | L.2.4.e | Vocabulary, computer, dictionary |
| 28 | Use familiar words and phrases acquired through conversations, reading and being reading to and responding to texts, including adjectives and adverbs to describe appropriately. | L.2.6 | Turn and talk, literacy center, peer sharing |

| Code # | Common Core State Standards |
|---------------|---|
| L.2.4 | 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. b. Determine the meaning of the new word formed when a known prefix is added to a known word (<i>e.g., happy/unhappy, tell/retell</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| RL.2.4 | Describe how words and phrases (<i>e.g., regular beats, alliteration, rhymes, repeated lines</i>) supply rhythm and meaning in a story, poem, or song. |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
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CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

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| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RI.2.1 | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.2.8 | Describe how reasons support specific points the author makes in a text. |
| RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. 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. |

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

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| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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>). |

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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| CONTENT AREA: English Language Arts | GRADE: 2 | UNITS #1 – 5 |
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Unit 5 – approximately 6 weeks

| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING CCSS | METHOD(S) OF INSTRUCTION |
|----------|---|---------------------------|---|
| 1 | Show comprehension of an event found in an informational text by asking and answering questions about key details such as <i>who, what, where, when, why</i> and <i>how</i> . | RL.2.1 | Read aloud, Guided Reading, turn and talk |
| 2 | Recall and describe the central message, lesson, or moral of a story, including fables and folktales from diverse cultures. | RL.2.2 | Read aloud, mini-lesson |
| 3 | Describe how characters respond to major story events and challenges. | RL.2.3 | Read aloud, Guided Reading |
| 4 | Describe the structure of a story, including a description of the introduction and closing action. | RL.2.5 | Mini-lesson |
| 5 | Read with expression, a change in voice tone and demeanor to acknowledge differences in characters' point of view. | RL.2.6 | Partner reading, Guided Reading |
| 6 | Use print or digital text and illustrations to develop understanding of a story's characters, setting, or plot. | RL.2.7 | Graphic organizer |
| 7 | Compare and contrast two or more versions of the same story written from the perspective of two different cultures or authors. | RL.2.9 | Read aloud, graphic organizer |
| 8 | 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. | RL.2.10 | Read aloud, mini-lesson |

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| CONTENT AREA: English Language Arts | | GRADE: 2 | UNITS #1 – 5 |
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| 9 | Determine the focus of specific paragraphs within informational text and the main topic of a text, including what the author wants to answer, explain, or describe. | RI.2.2; RI.2.6 | Read aloud, mini-lesson |
| 10 | Using informational texts, describe connections between technical procedures. | RI.2.3 | Mini lesson, read aloud |
| 11 | Use context clues and text features to determine the meaning of words and phrases relevant to a grade two topic or subject. | RI.2.4 | Guided Reading |
| 12 | Explain how a specific image (e.g., graphic, diagram) adds to text comprehension and clarifies information. | RI.2.7 | Graphic Organizer |
| 13 | Compare and contrast the most important points presented by two texts on the same topic. | RI.2.9 | Read aloud, graphic organizer |
| 14 | Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | RI.2.10 | Read aloud, mini-lesson |
| 15 | Apply vowel pattern pronunciation generalizations to correctly read two-syllable words with long vowels, vowel digraphs, vowel diphthongs, and r-controlled vowels. | RF.2.3.b,c | Phonemic awareness, literacy center |
| 16 | Decode words with common prefixes (e.g., un-dis-re-) and suffixes (e.g., -ful, less, -er). | RF.2.3.d | Vocabulary, word study |
| 17 | Identify common irregularly spelled words (e.g., <i>bread, love, would, could, their, there, none, both</i>). | RF.2.3.e | Word study, literacy center |
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Bloomingdale School District

| CONTENT AREA: English Language Arts | | GRADE: 2 | UNITS #1 – 5 |
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| 18 | Read grade-appropriate texts irregularly spelled words. | RF.2.3.f | Independent reading, conferencing |
| 19 | Read grade-level text with purpose and understanding. | RF.2.4.a | Guided Reading, independent reading |
| 20 | Read grade-level text orally with accuracy, appropriate rate, and expression. | RF.2.4.b | Guided Reading, partner reading |
| 21 | Use decoding skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary. | RF.2.4.c | Mini-lesson, Guided Reading |
| 22 | Write an opinion piece focused on a clearly stated opinion or a topic including reasons supporting the opinion, linking words to connect ideas, and a closing sentence. | W.2.1 | Interactive writing, mini-lesson, independent writing |
| 23 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | W.2.5 | Conferencing, peer editing |
| 24 | With guidance and support, work with a group to produce and publish a piece using digitals (e.g., wiki). | W.2.6 | Modeling, small group, peer editing, computer |
| 25 | Work with a group to research a topic and generate ideas for a writing project. | W.2.7 | Small group, conferencing |
| 26 | Write a response to a question based on experiences recalled or information gathered from provided sources. | W.2.8 | Independent writing, media center |
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Bloomingdale School District

| CONTENT AREA: English Language Arts | | GRADE: 2 | UNITS #1 – 5 |
|-------------------------------------|---|-------------|--|
| 27 | Use collective nouns (e.g., family), reflexive pronouns (e.g., yourself), adjectives, and adverbs appropriately when speaking and writing. | L.2.1.a,c,e | Turn and talk, peer sharing |
| 28 | Use frequently occurring irregular plural nouns (e.g., feet, children), and the past tense of common irregular verbs (e.g., sat, told) appropriately when speaking and writing. | L.2.1.b,d | Literacy center |
| 29 | Produce, expand, and rearrange complete simple and compound sentences. | L.2.1.f | Conferencing, editing, literacy center |
| 30 | Capitalize holidays, product names, and geographic names when writing. | L.2.2.a | Literacy center |
| 31 | Use an apostrophe to form contractions and frequently occurring possessives when writing. | L.2.2.c | Modeling, interactive writing, literacy center |
| 32 | Use learned spelling pattern to write words (e.g., cage-badge; boy-boil). | L.2.2.d | Independent writing, literacy center |
| 33 | Compare writing that is formal and writing that is informal. | L.2.3.a | Modeling, read aloud, graphic organizer |
| 34 | Determine the meaning of unfamiliar words and phrases using sentence-level context clues. | L.2.4.a | Mini-lesson, Guided Reading |
| 35 | Use a dictionary and glossary, both print and digital to determine or clarify the meanings of words and phrases. | L.2.4.e | Dictionary, computer, literacy center |
| 36 | Identify real-life connections between words and their use (e.g., <i>describe foods that are sweet</i>). | L.2.5.a | Modeling, turn and talk |
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Bloomington School District

| CONTENT AREA: English Language Arts | | GRADE: 2 | UNITS #1 – 5 |
|--|--|-----------------|------------------------------------|
| 37 | Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). | L.2.5.b | Interactive reading, turn and talk |
| 38 | Respond, one at a time, to topics of discussion regarding a read text, build on input provided by peers, and ask for additional information from peers as needed. | SL.2.1.a,b,c | Peer sharing, partner reading |
| 39 | Recount or describe key story details or facts of a text (shared orally or through other media). | SL.2.2 | Peer sharing |
| 40 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | SL.2.4 | Peer sharing, turn and talk |
| 41 | Speak in complete sentences when appropriate to task or situation in order to provide information to others. | SL.2.6 | Literacy center, small group |
| 42 | Define a newly formed word in which a prefix was added using the meaning of the prefix and root word. | L.2.4.b | Vocabulary, word study |
| 43 | Apply the knowledge of common root words to understand the meaning of unfamiliar words with the same root. | L.2.4.c | Vocabulary, word study |

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

| Code # | Common Core State Standards |
|---------------|--|
| RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| L.2.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. |
| RL.2.1 | Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. |
| RL.2.2 | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| RL.2.3 | Describe how characters in a story respond to major events and challenges. |
| RL.2.5 | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| RL.2.6 | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud. |
| RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| RL.2.9 | Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |

Bloomingdale School District

CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

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| RI.2.3 | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . |
| RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |
| RF.2.3 | Know and apply grade-level phonics and word analysis skills in decoding 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. |
| RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. |
| W.2.5 | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| W.2.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
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Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

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| W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |
| SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| SL.2.6 | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| L.2.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). 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>). |

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5

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| L.2.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>). |
| L.2.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| L.2.5 | Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or 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>). |
| L.2.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). |

Bloomington School District

CONTENT AREA: English Language Arts

GRADE: 2

UNITS #1 – 5