



## Second Grade English Language Arts Scope and Sequence

Standards Taught Throughout the Year				
Speaking and Listening	Foundational Skills	Reading	Writing	Language
<p>SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional</p>	<p>RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade appropriate irregularly spelled words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>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.</p> <p>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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts,</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>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).</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>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).</p>

## WHCSD Scope and Sequence

## Second Grade

## ELA

2021-2022

<p>information, or deepen understanding of a topic or issue</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>		<p>in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
Resources				
Speaking and Listening	Foundational Skills	Reading	Writing	Language
	<p>Foundations Activities: Introduce New Concepts, Storytime, Drill Sounds, Word of the Day, Word Talk, Make it Fun Heggerty</p>	<p>Ready Teacher Toolbox Units 1-6 ODE Model Curriculum RAZ-Plus</p>	ODE Model Curriculum	Ready Language Handbook Lesson 26

Quarter 1				
	Foundational Skills	Reading	Writing	Language
<b>Standard</b>	<p>RF.2.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>d. Decode words with common prefixes and suffixes.</p>	<p>RL.2.2 Analyze literary text development.</p> <p>a. Determine the lesson or moral.</p> <p>b. Retell stories, including fables and folktales from diverse cultures.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RI.2.2 Analyze informational text development.</p> <p>a. Identify the main topic of a multi-paragraph text.</p> <p>b. Identify the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</p>	<p>W.2.3 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.</p>	<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse,</p>

## WHCSD Scope and Sequence

## Second Grade

## ELA

2021-2022

				<p>housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
<b>Resource</b>	<p>Foundations Activities: Introduce New Concepts, Word of the Day, Word Talk, Make it Fun, Storytime</p> <p>Foundations Fluency Kit Phrases and Stories</p> <p>Heggerty</p>	<p>Ready Teacher Toolbox Units 1-2</p> <p>ODE Model Curriculum</p> <p>RAZ-Plus</p> <p><a href="#">Theme Resources</a></p>	<p>Wonders Units 3, 4 &amp; 5</p> <p>ELA Standards Appendix C pg. 18 Narrative Writing Sample</p>	<p>Ready Language Handbook Lessons 16, 18-24</p> <p>Wonders Grammar Practice Book</p> <p>Wonders Reading/Writing Workshop</p>

Quarter 2				
	Foundational Skills	Reading	Writing	Language
<b>Standard</b>	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Recognize formal and informal uses of English.</p> <p>b. Compare formal and informal uses of English.</p>

**WHCSD Scope and Sequence**

**Second Grade**

**ELA**

**2021-2022**

				<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
<b>Resource</b>	<p>Foundations Activities: Introduce New Concepts, Word Talk, Word of the Day, Storytime Heggerty</p>	<p>Ready Teacher Toolbox Units 3-4</p> <p>ODE Model Curriculum</p> <p>RAZ-Plus</p>	<p>Wonders Units 1, 2, 3 &amp; 5</p> <p><a href="#">4 Square Writing</a></p>	<p>Ready Language Handbook</p> <p>Lessons 1-7, 14, 17, 25, 26</p>

Quarter 3				
	Foundational Skills	Reading	Writing	Language
<b>Standard</b>	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams</p>	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>W.2.1 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.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>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).</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>
<b>Resource</b>	<p>Foundations Activities: Introduce New Concepts, Word Talk, Word of the Day, Drill Sounds, Echo Find Letters</p>	<p>Ready Teacher Toolbox Units 5-6</p> <p>RAZ-Plus</p>	<p>Wonders Unit 5</p> <p>ELA Standards Appendix C pg. 16</p> <p>Opinion Writing Sample</p> <p><a href="#">OREO Writing</a></p>	<p>Ready Language Handbook</p> <p>Lessons 8-13, 15</p>

	Heggerty			
--	----------	--	--	--

Quarter 4				
	Foundational Skills	Reading	Writing	Language
<b>Standard</b>	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	<i>All Reading Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.</i>	W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  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.	<i>All Language Standards should have been explicitly taught. This is a time to revisit specific standards based on the needs of your class and individual students.</i>
<b>Resource</b>	Foundations Activities: Introduce New Concepts, Word Talk, Word of the Day, Drill Sounds, Echo Find Letters Heggerty	Wonders Reading Literature and  RAZ-Plus	Wonders Units 1, 2, 3 and 5 Unit 6 Research Report	



Learning Targets Taught Throughout the Year		
Ohio Standard	Learning Targets	Date(s) Taught
RL.2.1/RI.2.1	Ask who, what, where, when, why, and how questions about a text.	
	Answer who, what, where, when, why, and how questions about a text.	
RL.2.10	Read and comprehend grade level stories.	
	Read and comprehend grade level poetry.	
	Make text-to-self connections by activating prior knowledge and experiences.	
	Make text-to-text connections.	
	Identify what the author wants to answer.	
	Identify what the author wants to explain.	
	Identify what the author wants to describe.	
RI.2.10	Comprehend non-fiction text in social studies.	
	Comprehend non-fiction text in science.	
	Comprehend technical text.	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising	
	With guidance and support from adults, and peers focus on a topic and strengthen writing as needed by editing.	
W.2.7	Participate in shared research projects (e.g., read a number of books on a single topic to produce a report; record science observations)	
	Participate in shared 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 to answer a question.	
	Gather information from provided sources to answer a question.	

Quarter 1 Learning Targets		
Ohio Standard	Learning Targets	Date(s) Taught
RL.2.2	Determine the lesson or moral of fables from diverse cultures.	
	Determine the lesson or moral of folktales from diverse cultures.	
	Retell fables from diverse cultures.	
	Retell folktales from diverse cultures.	
RL.2.3	Describe how characters in a story respond to major events.	
	Describe how characters in a story respond to challenges.	
	Describe the plot of a story by using information gathered from illustrations in digital text.	
	Describe characters in a story by using information gathered from words in print.	
	Describe characters in a story by using information gathered from words in digital text.	
	Describe the setting of a story by using information gathered from words in print.	
	Describe the setting of a story by using information gathered from words in digital text.	
	Describe the plot of a story by using information gathered from words in print.	
	Describe the plot of a story by using information gathered from words in digital text.	
RI.2.2	Identify the main topic of a multi-paragraph text.	
	Identify the focus of specific paragraphs within the text.	
RI.2.3	Describe the connection between a text and a series of historical events.	
	Describe how a series of ideas or concepts are connected in a text.	
	Describe how a series of steps in a procedure are connected.	
RI.2.4	Determine the meaning of words in a text.	
	Determine the meaning of phrases in a text.	
W.2.3	Write narratives in which they recount a well elaborated event or short sequence of events.	
	Include details to describe actions.	
	Include details to describe thoughts.	
	Include details to describe and feelings.	

	Use temporal words to signal event order.	
	Provide a sense of closure.	

### Quarter 2 Learning Targets

Ohio Standard	Learning Targets	Date(s) Taught
RL.2.4	Describe how words and phrases supply rhythm and meaning in a story.	
	Describe how words and phrases supply rhythm and meaning in a play.	
	Describe how words and phrases supply rhythm and meaning in a song.	
RL.2.5	Describe the beginning, middle and end of a story.	
	Describe how the beginning introduces the story.	
	Describe the actions that take place in the middle of the story.	
	Describe how the end concludes the actions in a story.	
RL.2.6	Distinguish between the points of view of characters and narrators.	
	Recognize when the narrator is a character in a story.	
RI.2.4	Determine the meaning of words in a text.	
	Determine the meaning of phrases in a text.	
RI.2.5	Identify captions in a text.	
	Identify bold print in a text.	
	Identify subheadings in a text.	
	Identify electronic menus in online text.	
	Identify the glossary in a text.	
	Identify the index in a text.	
	Identify icons in online text.	
	Use captions to locate information in a text.	
	Use bold print to locate information in a text.	
	Use electronic menus to locate information in online text.	
	Use the glossary to locate information in a text.	
	Use subheadings to locate information in a text.	
	Use the index to locate information in a text.	
	Use icons to locate information in online text.	
RI.2.6	Identify the author's purpose of the text.	
	Identify what the author wants to answer.	
	Identify what the author wants to explain.	
	Identify what the author wants to describe.	
	Write opinion pieces in which they provide a concluding statement or section.	
W.2.2	Write informative/explanatory texts in which they introduce a topic.	
	Write informative/explanatory texts in which they use facts develop points	
	Write informative/explanatory texts in which they use definitions to develop points.	

	Write informative/explanatory texts in which they provide a concluding statement or section	
--	---	--

Quarter 3 Learning Targets		
Ohio Standard	Learning Targets	Date(s) Taught
RL.2.7	Describe characters in a story by using information gathered from illustrations in print.	
	Describe characters in a story by using information gathered from illustrations in digital text.	
	Describe the setting of a story by using information gathered from illustrations in print.	
	Describe the setting of a story by using information gathered from illustrations in digital text.	
	Describe the plot of a story by using information gathered from illustrations in print.	
	Describe the plot of a story by using information gathered from illustrations in digital text.	
	Describe characters in a story by using information gathered from words in print.	
	Describe characters in a story by using information gathered from words in digital text.	
	Describe the setting of a story by using information gathered from words in print.	
	Describe the setting of a story by using information gathered from words in digital text.	
	Describe the plot of a story by using information gathered from words in print.	
	Describe the plot of a story by using information gathered from words in digital text.	
RL.2.9	Compare two or more versions of the same story by different authors or from different cultures.	
	Contrast two or more versions of the same story by different authors or from different cultures.	
	Use electronic menus to locate information in online text.	
	Use the glossary to locate information in a text.	
	Use subheadings to locate information in a text.	
	Use the index to locate information in a text.	
	Use icons to locate information in online text.	
RI.2.7	Describe how specific images contribute to a text.	
	Describe how specific images clarify a text.	
RI.2.8	Identify the main point an author uses in a text.	
	Explain how reasons support the author's point.	
RI.2.9	Compare two texts on the same topic.	
	Contrast two texts on the same topic.	
W.2.1	Write opinion pieces in which they introduce the topic they are writing about.	
	Write opinion pieces in which they introduce the book they are writing about.	
	Write opinion pieces in which they state an opinion.	
	Write opinion pieces in which they use linking words to connect opinion and reasons.	
	Write opinion pieces in which they provide a concluding statement or section.	

W.2.6	With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.	
	With guidance and support from adults, use a variety of digital tools to publish writing, including in collaboration with peers	
Quarter 4 Learning Targets		
Ohio Standard	Learning Targets	Date(s) Taught
W.2.2	Write informative/explanatory texts in which they introduce a topic.	
	Write informative/explanatory texts in which they use facts develop points	
	Write informative/explanatory texts in which they use definitions to develop points.	
	Write informative/explanatory texts in which they provide a concluding statement or section	
	Include details to describe and feelings.	
	Use temporal words to signal event order.	
	Provide a sense of closure.	
W.2.6	With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.	
	With guidance and support from adults, use a variety of digital tools to publish writing, including in collaboration with peers	