

# Chariho Grade 2 ELA

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**Grade 2, Module 1**  
***Be A Super Citizen***

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How can being a good citizen make a difference to others?

**Writing Type:** Personal Narrative

In this module, children will listen to and read about characters and real people who illustrate what it means to be a good citizen. They will also learn how being a good citizen makes a difference at home, at school, and in the community.

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Central Idea</li> <li>● Ask and Answer Questions</li> <li>● Setting</li> <li>● Monitor and Clarify</li> <li>● Author’s Purpose</li> <li>● Summarize</li> <li>● Characters</li> <li>● Create Mental Images</li> </ul>	<p><b>Phonemic Awareness:</b> blend phonemes, isolate phonemes</p> <p><b>Phonics:</b> Consonants; Short a, i; Multisyllabic Words: Short a, i Consonants; Short o, u, e; Multisyllabic Words: Short o, u, e, Long a, i (VCe); Soft c and g</p> <p><b>Spelling:</b> Short a, i, Short o, u, e Long a, i (VCe)</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Accuracy and Self-Correction, Reading Rate, Expression</p>	<p><b>Personal Narrative</b></p> <p><b>Grammar:</b> Subjects and Predicates, Simple Sentences, Kinds of Sentences</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.</p>		

Manuscript Lowercase Letters:

i,l,t

c,d,e,o

a,f,g,j,q

## Standards

[Click on the standard to view the progression of standards.](#)

[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](#) Retell 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.2.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

[RL.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

[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.

[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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021 Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education.

[RI.2.6](#) Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Integration of Knowledge and Ideas

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

[RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

[RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- ~~Know spelling-sound correspondences for additional common vowel teams.~~
- Decode regularly spelled two-syllable words with long vowels.
- ~~Decode words with common prefixes and suffixes.~~
- ~~Identify words with inconsistent but common spelling-sound correspondences.~~
- Recognize and read grade-appropriate irregularly spelled words.

[RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[W.2.3](#) Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

- For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes*

*Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

[W.2.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

[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. Research to Build and Present Knowledge.

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

W.2.10. Write routinely for a range of tasks, purposes, and audiences.

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.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another's knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

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.

For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals' food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

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.)

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence *Structure and Meaning*

- a. ~~Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.~~
- b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

*Word Usage*

- c. ~~Use collective nouns and frequently occurring irregular plural nouns.~~
- d. ~~Use reflexive pronouns.~~
- e. ~~Form and use the past tense of frequently occurring irregular verbs.~~

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

- a. Print upper- and lowercase letters legibly and fluently.
- b. ~~Capitalize holidays, product names, and geographic names.~~
- c. ~~Use commas in greetings and closings of letters.~~
- d. ~~Use an apostrophe to form contractions and frequently occurring possessives.~~
- e. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- f. ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

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

- a. Compare formal and informal uses of English.

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., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. ~~Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).~~
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- f. ~~Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~

- g. ~~Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

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).

L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*

**Grade 2, Module 2**  
***Look Around and Explore***

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How does exploring help us understand the world around us?

**Writing Type:** Descriptive Essay

In this module, children will listen to and read texts that inspire them to look at the details in the world around them to learn new things.

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Author’s Purpose</li> <li>● Central Idea</li> <li>● Make Inferences</li> <li>● Content-Area Words</li> <li>● Setting</li> <li>● Make Connections</li> <li>● Connect Text and Visuals</li> <li>● Create Mental Images</li> <li>● Elements of Poetry</li> <li>● Ask and Answer Questions</li> <li>● Elements of Drama</li> </ul>	<p><b>Phonemic Awareness:</b> Segment, count syllables, Isolate phonemes: identify the vowel, Blend Syllables, Segment, count phonemes</p> <p><b>Phonics:</b> Long o, e, u (CV, VCe); Review long vowels (VCe) , Short and Long Vowels (CVC, VCe); Suffizxes -er, -est, Initial Blends with l, r, s; Inflections -s, -es</p> <p><b>Spelling:</b> Long o, u (VCe), Short and Long vowels (CVC, VCe), Blends with l, r, s</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Phrasing, Intonation, Accuracy and Self-Correction</p>	<p><b>Descriptive Essay</b></p> <p><b>Grammar:</b> Types of Nouns, Singular and Plural Nouns, More Plural Nouns</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide</p>		



small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Manuscript Lowercase Letters:

k, v, w, x, y, z

b, h, p, u

m, n, r, s

## Standards

[Click on the standard to view the progression of standards.](#)

[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. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.2.6](#) Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.

[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.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

[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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021  
Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education.

[RI.2.4](#) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

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

[RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

[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.
- 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 on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[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.

*Second graders research grey wolves and write and illustrate informational reports. See two different reports from this project, “All about the Grey Wolf: the Pack Family” and “All about the Grey Wolf: Howl in the Night.” Writing Standards in Action (W.2.2, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3)*

[W.2.3](#) Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

b. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes*

*Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

[W.2.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

- [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. Research to Build and Present Knowledge.
- [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.
- [W.2.10](#) Write routinely for a range of tasks, purposes, and audiences.

- [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.
- 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).
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as needed about the topics and texts under discussion.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another's knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

- [SL.2.2](#). Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- [SL.2.6](#). 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.)

- [L.2.2](#). Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Print upper- and lowercase letters legibly and fluently.
- ~~Capitalize holidays, product names, and geographic names.~~
- ~~Use commas in greetings and closings of letters.~~
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

- f. ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

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., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. ~~Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).~~
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- f. ~~Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
- g. ~~Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

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).

L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*

**Grade 2, Module 3**  
*Meet in the Middle*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How can people work out disagreements?

**Writing Type:** Personal Essay

In this module, children will learn ways to listen to each other and work out disagreements. Through reading and collaboration, children will learn to see different points of view. Then they will be able to understand why people may disagree and why sometimes that might be okay!

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Ideas and and Support</li> <li>● Figurative Language</li> <li>● Ask and Answer Questions</li> <li>● Characters</li> <li>● Summarizing</li> <li>● Text Features</li> <li>● Evaluate</li> <li>● Text Organization</li> <li>● Content-Area Words</li> <li>● Chronological Order</li> </ul>	<p><b>Phonemic Awareness:</b> Manipulate Phonemes: Add and Delete, Blend Syllables, Produce Rhymes, Count Syllables, Segment Syllables, Blend Phonemes</p> <p><b>Phonics:</b> Long o patterns Multisyllabic words: Long o Long i patterns, Multisyllabic words: long i , Suffixes -ful, -less, Multisyllabic words</p> <p><b>Spelling:</b> Final Blends, Double Final Consonants, Consonant Diagraphs</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Reading Rate, Phrasing, Expression</p>	<p><b>Persuasive Text</b></p> <p><b>Grammar:</b> Proper Nouns, Types of Verbs, Compound Subjects and Predicates</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used</p>		

to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Manuscript Uppercase Letters:

M, N, V, X

H, I, L, T

C, G, O, Q

## Standards

[Click on the standard to view the progression of standards.](#)

[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](#) Retell 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.2.6](#) Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.

[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.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

[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.

[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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021 Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education

[RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

- [RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - ~~Know spelling-sound correspondences for additional common vowel teams.~~
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - ~~Identify words with inconsistent but common spelling-sound correspondences.~~
  - Recognize and read grade-appropriate irregularly spelled words.

- [RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- [W.2.3](#) Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

- For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes*

*Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

- [W.2.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

- [W.2.8](#). Recall information from experiences or gather information from provided sources to answer a question.

- [W.2.10](#). Write routinely for a range of tasks, purposes, and audiences.

- 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.
- 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).
  - Build on others' talk in conversations by linking their comments to the remarks of others.
  - Ask for clarification and further explanation as needed about the topics and texts under discussion.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another's knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

- 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.

For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals' food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

- 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.)

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Print upper- and lowercase letters legibly and fluently.
- Capitalize holidays, product names, and geographic names.



- c. ~~Use commas in greetings and closings of letters.~~
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- e. ~~Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).~~
- f. ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

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

- a. Compare formal and informal uses of English.

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., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. ~~Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).~~
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- f. ~~Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
- g. ~~Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

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).

L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to*

*art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*

**Grade 2, Module 4**  
***Once Upon A Time***

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** What lessons can we learn from the characters in stories?

**Writing Type:** Imaginative Story

In this module, children will experience traditional and contemporary stories. Some of these are stories that may be familiar to children but have a new, interesting twist!

Children will learn that stories can convey messages to readers. Important lessons can be learned from the characters, and just like real people, characters in stories make mistakes and learn from what they do wrong. Readers can learn valuable lessons from the actions of these characters.

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Text organization</li> <li>● Story Structure</li> <li>● Make Inferences</li> <li>● Create Mental Images</li> <li>● Elements of Drama</li> <li>● Make and Confirm Predictions</li> <li>● Figurative Language</li> <li>● Author’s Purpose</li> <li>● Make Connections</li> <li>● Cause and Effect</li> </ul>	<p><b>Phonemic Awareness:</b> Blend Syllables, Segment Phonemes Count Phonemes, Blend Phonemes, Isolate Phonemes: Identify Vowels, Segment Syllables</p> <p><b>Phonics:</b> Consonants k, ck; Silent Letters (kn, wr, gn, mb) Long a patterns; Multisyllabic words: Long a, Long e, Short e patterns; Multisyllabic words: Long, Short e</p> <p><b>Spelling:</b> Consonants k,ck, Long a (ai,ay), Long e (ee,ea)</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Intonation, Accuracy and Self-Correction, Reading Rate</p>	<p><b>Imaginative Story</b></p> <p><b>Grammar:</b> Verbs in the present, Verbs in the present, past, and future, Compound Sentences</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly</p>		

handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Manuscript Uppercase Letters:

A, K, W, Y, Z

B, D, P, R

E, F, J, S, U

## Standards

[Click on the standard to view the progression of standards.](#)

- [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](#) Retell 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.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [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](#) Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.
- [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.
- [RL.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
- [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.
- [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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021  
Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education.

[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. Integration of Knowledge and Ideas

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

[RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

[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.
- ~~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 on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[W.2.3](#) Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

- d. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes*

*Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

W.2.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

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

W.2.10. Write routinely for a range of tasks, purposes, and audiences.

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.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another’s knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

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.

*For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals’ food.*

They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

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.)

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence *Structure and Meaning*

- a. ~~Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.~~
- b. ~~Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.~~

*Word Usage*

- c. ~~Use collective nouns and frequently occurring irregular plural nouns.~~
- d. ~~Use reflexive pronouns.~~
- e. Form and use the past tense of frequently occurring irregular verbs.

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

- a. Print upper- and lowercase letters legibly and fluently.
- b. Capitalize holidays, product names, and geographic names.
- c. Use commas in greetings and closings of letters.
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- e. ~~Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).~~
- f. ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

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

- a. Compare formal and informal uses of English.

- 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., happy/unhappy, tell/retell).
  - ~~c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).~~
  - ~~d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).~~
  - ~~e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.~~
  - ~~f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
  - ~~g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

- 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).

- L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*



**Grade 2, Module 5**  
*Lead The Way*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** What are the qualities of a good leader?

**Writing Type:** Personal Essay

In this module, children will read stories and texts that will help them identify the qualities many good leaders possess. They can learn to recognize these qualities in themselves so they can work to become good leaders in the classroom and in their school.

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Ideas and Support</li> <li>● Figurative Language</li> <li>● Ask and Answer Questions</li> <li>● Characters</li> <li>● Summarize</li> <li>● Text Features</li> <li>● Evaluate</li> <li>● Text Organization</li> <li>● Content-Area Words</li> <li>● Chronological Order</li> </ul>	<p><b>Phonemic Awareness:</b> Isolate Phonemes: Identify Vowel Segment, Count Syllables Manipulate Phonemes: Change Blend Syllables, Add, Blend Syllables</p> <p><b>Phonics:</b> Long O Patterns; Multisyllabic words: Long O Long i Patterns; Multisyllabic words: Long i , Suffixes -ful, -less; Multisyllabic words</p> <p><b>Spelling:</b> Long O (o, oa, ow) Long i Patterns; Silent Letters Homophones</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Expression, Phrasing, Intonation</p>	<p><b>Personal Essay</b></p> <p><b>Grammar:</b> Question Marks, Using Proper Nouns, Abbreviations</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used</p>		

to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Cursive Lowercase Letters:

a, d, o

e, i

m, n

## Standards

[Click on the standard to view the progression of standards.](#)

- [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](#) Retell 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.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [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.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
- [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.
- [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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021 Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education.
- [RI.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. Integration of Knowledge and Ideas

[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.

[RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

[RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

[RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- ~~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~

[W.2.1](#) Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

Reason abstractly and quantitatively.

Construct viable arguments and respond to the reasoning of others.

*See Rhode Island Mathematics Standards.*

*For example, students keep a math journal in which they record proposed solutions to word problems in addition and subtraction. They use drawings, written equations, and written sentences to argue why 8 is the correct answer to a problem such as “If there are 15 cupcakes in the table and 7 are eaten, how many remain?”*

[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.

*Second graders research grey wolves and write and illustrate informational reports. See two different reports from this project, “All about the Grey Wolf: the Pack Family” and “All about the Grey Wolf: Howl in the Night.” Writing Standards in Action (W.2.2, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3)*

[W.2.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

[W.2.8](#). Recall information from experiences or gather information from provided sources to answer a question.

[W.2.10](#). Write routinely for a range of tasks, purposes, and audiences.

[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.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another’s knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

[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.

For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals’ food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

[SL.2.4.](#) Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.) Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
6. Attend to precision.

See Rhode Island Mathematics Standards.

[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.)

[L.2.2.](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Print upper- and lowercase letters legibly and fluently.
- ~~b. Capitalize holidays, product names, and geographic names.~~
- ~~c. Use commas in greetings and closings of letters.~~
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- e. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- ~~f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- ~~g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

[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., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- ~~f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
- ~~g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

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).~~

L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*

**Grade 2, Module 6**  
*Weather Wise*

**Overview**

**Number of Instructional Days:** 15

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

**Writing Type:** Poem

In this module, children will learn how weather changes from day to day and from season to season. Through texts and collaborative work, children will explore types of weather they may experience quite often, or may never experience—such as blizzards or hurricanes. Children will also learn to notice how the weather affects them and their communities.

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Text Features</li> <li>● Point of View</li> <li>● Make Inferences</li> <li>● Text Organization</li> <li>● Content-Area Words</li> <li>● Make Connections</li> <li>● Evaluate</li> <li>● Ask and Answer Questions</li> <li>● Elements of Poetry</li> <li>● Cause and Effect</li> </ul>	<p><b>Phonemic Awareness:</b> Add, Blend Syllables, Delete Syllables Segment Syllables, Manipulate Phonemes</p> <p><b>Phonics:</b> Suffixes -y,-ly; Multisyllabic Words: Suffixes -y, -ly, Prefix dis-; Inflections: Spelling Changes, r-controlled vowel ar; Multisyllabic Words:</p> <p><b>Spelling:</b> Inflections -s, -es Sounds for c and g, r-controlled vowel ar</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Accuracy and Self-Correction, Reading Rate, Phrasing</p>	<p><b>Poetry</b></p> <p><b>Grammar:</b> Pronouns, Subject-Verb Agreement, The Verb To Be</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used</p>		

to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Cursive Lowercase Letters:

s, u

c, g

r, w

## Standards

[Click on the standard to view the progression of standards.](#)

- [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](#) Retell 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.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [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](#) Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.
- [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.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
- [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.
- [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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021 Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education.



[RI.2.4](#) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[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. Integration of Knowledge and Ideas

[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.

[RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

[RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

[RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[W.2.1](#) Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

Reason abstractly and quantitatively.

Construct viable arguments and respond to the reasoning of others.

*See Rhode Island Mathematics Standards.*

*For example, students keep a math journal in which they record proposed solutions to word problems in addition and subtraction. They use drawings, written equations, and written*

*sentences to argue why 8 is the correct answer to a problem such as “If there are 15 cupcakes in the table and 7 are eaten, how many remain?”*

W.2.3 Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

- a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes*

*Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

W.2.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

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. Research to Build and Present Knowledge.

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.

W.2.10. Write routinely for a range of tasks, purposes, and audiences.

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.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another's knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

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.

For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals' food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.

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.)

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

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

- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

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., happy/unhappy, tell/retell).
- ~~e. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).~~
- ~~d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).~~
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- ~~f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
- ~~g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

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

L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*

**Grade 2, Module 7**  
*Everyone Has a Story*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How do our experiences shape our lives?

**Writing Type:** Imaginative Story

In this module, children will read and listen to stories about important people. These stories will help children recognize that people’s lives are shaped and molded by their experiences. Children will learn that every person has a story—and it may be a very fascinating one. In many cases, the stories in this module may describe events that are very similar to the experiences that the children have had. Children may be inspired after reading how closely the story of a very important person resembles their own!

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Ideas and Support</li> <li>● Text Organization</li> <li>● Synthesize</li> <li>● Text Features</li> <li>● Monitor and Clarify</li> <li>● Make Inferences</li> <li>● Author’s Purpose</li> <li>● Central Idea</li> <li>● Create Mental Images</li> <li>● Setting</li> </ul>	<p><b>Phonemic Awareness:</b> Blend Phonemes, Manipulate Phonemes: Delete, Manipulate Phonemes: Add, Isolate Phonemes: Identify Vowel, Manipulate Phonemes: Add, Delete Segment, Count Phonemes</p> <p><b>Phonics:</b> r-Controlled Vowels or, ore; Multisyllabic Words: or, ore r-Controlled Vowels er, ir, ur; Vowel Patterns: air, are, ear Vowel Team oo, multisyllabic Words: oo</p> <p><b>Spelling:</b> r-Controlled Vowel or, ore, r-Controlled Vowel er Vowel Team oo (/oo/)</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Intonation, Expression, Accuracy and Self-Correction</p>	<p><b>Imaginative Story</b></p> <p><b>Grammar:</b> Commas in dates, Commas in a series, Types of adjectives; Articles</p>

## Handwriting

Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Cursive Lowercase Letters:

h, t

v, x

f, k

## Standards

[Click on the standard to view the progression of standards.](#)

[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](#) Retell 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.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[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](#) Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.

[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.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

[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.

[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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021 Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education.
- [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. Integration of Knowledge and Ideas
- [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.
- [RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)
- [RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Recognize and read grade-appropriate irregularly spelled words.
- [RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- [W.2.1](#) Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. In math, instead of writing

opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

Reason abstractly and quantitatively.

Construct viable arguments and respond to the reasoning of others.

*See Rhode Island Mathematics Standards.*

*For example, students keep a math journal in which they record proposed solutions to word problems in addition and subtraction. They use drawings, written equations, and written sentences to argue why 8 is the correct answer to a problem such as “If there are 15 cupcakes in the table and 7 are eaten, how many remain?”*

[W.2.3](#) Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

- a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes*

*Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

[W.2.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

[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.

[W.2.10.](#) Write routinely for a range of tasks, purposes, and audiences.

[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.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another's knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

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.

For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals' food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

SL.2.4. Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.) Connections to the Standards for Mathematical Practice

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others.*

*6. Attend to precision.*

*See Rhode Island Mathematics Standards.*

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.)

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

- a. Print upper- and lowercase letters legibly and fluently.
- b. Capitalize holidays, product names, and geographic names.
- ~~c. Use commas in greetings and closings of letters.~~
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- ~~e. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).~~
- f. ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.

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., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- ~~f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
- ~~g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

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).

L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to

describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*

## Grade 2, Module 8

### *Time to Grow*

#### Overview

**Number of Instructional Days:** 15

**Essential Question:** What do plants need to live and grow?

**Writing Type:** Procedural Text

When a child sees a tree, a flower, or even a field of grass, he or she may not consider where it began or what it needs. In this module, children will learn about the growth of plants and what they need to thrive. Plants are living things, just as people and animals are. They need air, water, and sunlight in order to grow and to retain their vibrant green leaves and healthy stems and branches. Learning about plants and how they grow is likely to ignite a spark of curiosity in a child’s mind.

#### Essential Content and Skills

Vocabulary	Skills and Strategies	Speaking and Listening
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Text Features</li> <li>● Make Connections</li> <li>● Text Organization</li> <li>● Characters</li> <li>● Retell</li> <li>● Figurative Language</li> <li>● Story Structure</li> <li>● Synthesize</li> <li>● Cause and Effect</li> </ul>	<p><b>Phonemic Awareness:</b> Segment, Count Syllables, Blend Syllables, Produce Rhymes, Manipulate Phonemes: Add, Delete</p> <p><b>Phonics:</b> Vowel Patterns: /oo/; Multisyllabic Words: /oo/, /oo/ Vowel Teams ou, ow; Diphthongs oy, oi Vowel Patterns: /o/; Vowel Patterns; ear, eer</p> <p><b>Spelling:</b> Vowel Patterns: /oo/, Vowel Teams ou, ow, Vowel Patterns: /o/</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Reading Rate, Expression, Phrasing</p>	<p><b>Procedural Text</b></p> <p><b>Grammar:</b> Using Adjectives, Irregular Verbs, Irregular Action Verbs</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and</p>		

focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Cursive Lowercase Letters:

j, p, q

b, l

y, z

## Standards

[Click on the standard to view the progression of standards.](#)

- [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](#) Retell 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.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [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](#) Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.
- [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.
- [RL.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
- [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.
- [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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students

learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021  
Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education.

- [RI.2.4](#) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [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. Integration of Knowledge and Ideas
- [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.
- [RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)
- [RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - Know spelling-sound correspondences for additional common vowel teams.
  - Decode regularly spelled two-syllable words with long vowels.
  - Decode words with common prefixes and suffixes.
  - Identify words with inconsistent but common spelling-sound correspondences.
  - Recognize and read grade-appropriate irregularly spelled words.
- [RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - ~~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~
- [W.2.1](#) Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

Reason abstractly and quantitatively.

Construct viable arguments and respond to the reasoning of others.

*See Rhode Island Mathematics Standards.*

*For example, students keep a math journal in which they record proposed solutions to word problems in addition and subtraction. They use drawings, written equations, and written sentences to argue why 8 is the correct answer to a problem such as “If there are 15 cupcakes in the table and 7 are eaten, how many remain?”*

[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.

*Second graders research grey wolves and write and illustrate informational reports. See two different reports from this project, “All about the Grey Wolf: the Pack Family” and “All about the Grey Wolf: Howl in the Night.” Writing Standards in Action (W.2.2, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3)*

[W.2.3](#) Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes*

*Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

[W.2.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

[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.

[W.2.10.](#) Write routinely for a range of tasks, purposes, and audiences.

[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.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another's knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

[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.

For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals' food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

[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.)

[L.2.2.](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



- a. Print upper- and lowercase letters legibly and fluently.
- b. Capitalize holidays, product names, and geographic names.
- ~~e. Use commas in greetings and closings of letters.~~
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- e. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- f. ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

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

- a. Compare formal and informal uses of English.

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., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. ~~Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).~~
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- f. ~~Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
- g. ~~Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

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).

L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*

**Grade 2, Module 9**  
*Home Sweet Habitat*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** How do living things in a habitat depend on each other?

**Writing Type:** Research Report

What is that bird in your neighborhood—and why does it live there? In this module, children will learn about the different habitats where animals live. Hot deserts, warm rainforests, and cool, underwater habitats all provide food and shelter for the animals that live there. Through reading a variety of texts and collaborative work, children will explore how the conditions in different habitats help different animals to survive.

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Ideas and Support</li> <li>● Figurative Language</li> <li>● Ask and Answer Questions</li> <li>● Text Organization</li> <li>● Monitor and Clarify</li> <li>● Text Features</li> <li>● Create Mental Images</li> <li>● Elements of Poetry</li> <li>● Retell</li> <li>● Chronological Order</li> </ul>	<p><b>Phonemic Awareness:</b> Segment Syllables, Manipulate Phonemes: Add, Manipulate Phonemes: Delete, Segment, Count Syllables Blend Syllables</p> <p><b>Phonics:</b> prefix pre-, multisyllabic words, Three-Letter Blends,, Contractions, Consonant + le, Syllable Type</p> <p><b>Spelling:</b> Compound Words, Contractions, Soft g (-ge, -dge)</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Phrasing, Expression, Intonation</p>	<p><b>Research Report</b></p> <p><b>Grammar:</b> Contractions, Types of Adverbs, Possessive Nouns</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and</p>		

focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Cursive Uppercase Letters:

A, O

I, J, Q

C, D, E

## Standards

[Click on the standard to view the progression of standards.](#)

[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](#) Retell 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.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[RL.2.6](#) Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.

[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.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

[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.

[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 grade 2 topic or subject area. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[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. Integration of Knowledge and Ideas

[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.

[RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

[RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

[RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[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.

*Second graders research grey wolves and write and illustrate informational reports. See two different reports from this project, “All about the Grey Wolf: the Pack Family” and “All about the Grey Wolf: Howl in the Night.” Writing Standards in Action (W.2.2, W.2.7, W.2.8, L.2.1, L.2.2, L.2.3)*

[W.2.3](#) Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

- For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes  
Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

W.2.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models. (W.2.3, W.2.4)*

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

W.2.10. Write routinely for a range of tasks, purposes, and audiences.

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.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another’s knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

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.

For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals’ food.

They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

SL.2.4. Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.) Connections to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.
3. Construct viable arguments and respond to the reasoning of others.
6. Attend to precision.

See Rhode Island Mathematics Standards.

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.)

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

- a. Print upper- and lowercase letters legibly and fluently.
- b. ~~Capitalize holidays, product names, and geographic names.~~
- c. Use commas in greetings and closings of letters.
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- e. ~~Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).~~
- f. ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).~~

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

- a. Compare formal and informal uses of English.

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., happy/unhappy, tell/retell).

- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- ~~f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
- ~~g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

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).~~

L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

*For example, in art class, students learn about line, shape, and color as they create two-dimensional prints representing a cityscape. They learn that certain concepts, such as pattern and repetition, can have similar, yet somewhat different meanings when applied to art, math, and literature. They also learn that some terms, such as “warm and cool colors” belong just to the domain of visual arts. When they display their work, students describe their knowledge and personal experiences about their work on the unit. (W.2.2, SL.2.4, L.2.6, Arts Standards) Connections to the Standards for Mathematical Practice*



**Grade 2, Module 10**  
*Many Cultures One World*

**Overview**

**Number of Instructional Days:** 15

**Essential Question:** What can we learn from different people and cultures?

**Writing Type:** Thank-You Letter

In this module, children will read texts about a variety of cultures. They also explore how their own heritage has contributed to the American culture we all share. Learning from different people and cultures will encourage children’s interest in the world around them.

**Essential Content and Skills**

Reading and Vocabulary	Foundational Skills	Writing
<ul style="list-style-type: none"> <li>● Oral Language</li> <li>● Power Words</li> <li>● Generative Vocabulary</li> <li>● Vocabulary Strategy</li> <li>● Text Features</li> <li>● Figurative Language</li> <li>● Make Inferences</li> <li>● Theme</li> <li>● Story Structure</li> <li>● Make and Confirm Predictions</li> <li>● Central Idea</li> <li>● Make Connections</li> <li>● Graphic Features</li> </ul>	<p><b>Phonemic Awareness:</b> Segment, Count Syllables, Delete Syllables Blend Syllables, Segment, Count Phonemes, Segment, Count Syllables</p> <p><b>Phonics:</b> Prefix mis-Affixes Review: Prefixes, Suffixes, Open and Closed Syllables , Syllable Division Patterns, Long a (ei, ey) and e (y, ey), Multisyllabic Words: Long a, e</p> <p><b>Spelling:</b> Inflections -ed, -ing</p> <p><b>High Frequency Words</b></p> <p><b>Fluency:</b> Intonation, Accuracy and Self-Correction, Reading Rate</p>	<p><b>Thank-you letter</b></p> <p><b>Grammar:</b> Possessive Pronouns, Prepositions and Prepositional phrases, Frequently misspelled words</p>
<b>Handwriting</b>		
<p>Grade 2 reviews print handwriting at the beginning of the year and then transitions to the introduction of cursive handwriting, through a research-based handwriting scope and sequence, which includes a weekly focus on letter formation or a handwriting fluency skill, such as paper position, letter proportion, letter/word spacing, and connecting cursive letters. The introduction of the weekly handwriting focus is featured in the Teacher’s Guide in the first Spelling lesson of the week, usually drawing some letters from the ones children need to write legibly on the Spelling assessment and focuses on the similarities among those letters. A routine called Write and Reveal is consistently used to encourage every-student participation and practice. Three times a week in the Teacher’s Guide</p>		

small-group lessons, a short teacher-directed reinforcement activity is provided to have children apply the weekly focus to word and sentence writing.

Cursive Uppercase Letters:

M, N

H, K

B, P, R

## Standards

[Click on the standard to view the progression of standards.](#)

- [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](#) Retell 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.2.4](#) Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
- [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](#) Explain what dialogue is and how it can reveal characters' thoughts and perspectives.
- [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.
- [RL.10](#) Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
- [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.
- [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, mathematical ideas or concepts, or steps in technical procedures in a text. For example, students learn the traditional nursery rhyme “As I was going to St. Ives” and point out how its repetitions of sounds affect the meaning and help them find the answer to the mathematical puzzle posed by

the speaker in the poem. (RL.2.1, RL.2.4) 19 Rhode Island Department of Education, 2021  
Adapted from © 2017 Massachusetts Department of Elementary & Secondary Education.

[RI.2.4](#) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

[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. Integration of Knowledge and Ideas

[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.

[RI.2.10](#) Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2. (See Appendix A & Appendix A New Research.)

[RF.2.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

[RF.2.4](#) Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

[W.2.1](#) Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.

Connections to the Standards for Mathematical Practice

Reason abstractly and quantitatively.

Construct viable arguments and respond to the reasoning of others.

*See Rhode Island Mathematics Standards.*

*For example, students keep a math journal in which they record proposed solutions to word problems in addition and subtraction. They use drawings, written equations, and written sentences to argue why 8 is the correct answer to a problem such as “If there are 15 cupcakes in the table and 7 are eaten, how many remain?”*

[W.2.3](#) Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

- a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)

*In “Goodbye to Winter Clothes,” a second grader captures the turning point from New England’s winter to spring.*

*“Good bye to winter clothes*

*Peace out winter*

*Adios to slipping on ice*

*Hey beautiful flowers*

*Hola to bright birds*

*Hey to shiny grass”*

*This narrative in the form of a poem is from Writing Standards in Action. (W.2.3, W.2.10, L.2.1, L.2.2, L.2.5)*

[W.2.4](#) Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

*For example, students learn about the job of a reporter and news reporting in print and online journalism. They learn to read, analyze, and evaluate models of narrative news reporting and write their own news stories using what they have learned from the models.*

*(W.2.3, W.2.4)*

[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.

[W.2.10.](#) Write routinely for a range of tasks, purposes, and audiences.

[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.

*For example, students working in a group studying community helpers make a list of people they know and could interview. Building on one another's knowledge, they decide whom they wish to invite to class to discuss the work they do. Connections to the Standards for Mathematical Practice*

*2. Reason abstractly and quantitatively.*

*3. Construct viable arguments and respond to the reasoning of others. See Rhode Island Mathematics Standards.*

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.

For example, groups of students ask and answer questions about mathematical reasoning as they solve word problems in which they must add and subtract within 1,000. In their conversations, they use general academic and domain-specific vocabulary such as place value, digit, value, operation, add, subtract, addition, subtraction, sum, difference, compose, decompose, increase, decrease, composition, and decomposition. They complete an assessment in which, as head Zookeepers, they are responsible for ordering animals' food. They address Standards for Mathematical Practice 3 through 8 as well as math content standards as they solve problems like the one below:

*Penguins: The 80 penguins eat a total of 504 pounds of fish each week. Week 1: Currently there are 282 pounds of fish in the freezer. How many pounds of new fish should you order to feed the penguins for week one?*

*Week 1 Order: \_\_\_\_\_ pounds of fish*

*Week 2: After week one, there are 216 pounds of fish left in the freezer. The 80 penguins eat a total of 504 pounds of fish each week. How many pounds of new fish should you order to feed the penguins for week two?*

*Week 2 Order: \_\_\_\_\_ pounds of fish*

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.)

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

- a. Print upper- and lowercase letters legibly and fluently.
- b. ~~Capitalize holidays, product names, and geographic names.~~
- e. ~~Use commas in greetings and closings of letters.~~
- d. Use an apostrophe to form contractions and frequently occurring possessives.
- e. ~~Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).~~
- f. ~~Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.~~
- g. ~~Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in  $1 + 3 = 4$ , but written words in "When I was one, I~~

~~was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”.~~

- 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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  - ~~Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).~~
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
  - ~~Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., a.m., p.m.)~~
  - ~~Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).~~

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

- L.2.6. Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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