Mohawk Local Schools   2nd   Grade ELA

Quarter 3   Curriculum Guide

General Expectations of the ELA Standards

A Focus on Results Rather than Means
An Integrated Model of Literacy
Research and Media Blended into the Standards as a Whole
Shared Responsibility for Students' Literacy Development
Focus and Coherence in Instruction and Assessment

Critical Areas of Focus Being Addressed:
- o   Reading
- o   Writing
- o   Speaking and Listening
- o   Language

Content Statements Addressed and Whether they are Knowledge, Reasoning, Performance Skill, or Product: (DOK1) (DOK2) (DOK3) (DOK4)	Underpinning Targets Corresponding with Standards and Whether they are Knowledge, Reasoning, Performance Skill, or Product: "I can…..", "Students Will Be Able To……."
CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of	• I can identify details in text K DOK1 • I describe key details of the text using who, what, where, when, why and how KDOK1

key details in a text.DOK2	• I can determine the answers of literary text using who, what, where, when, why and how R (DOK2)
CCSS.ELA-Literacy.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. DOK2 | • I can identify fables and folktales from diverse cultures K (DOK1)
• I can define diverse cultures K (DOK2)
• I can recall details from stories: fables, folktales K (DOK1)
• I can recount details of a story : fables, folktales R (DOK2)
• I can determine the message, lesson or moral of a story: fables, folktales R (DOK2) |
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| CCSS.ELA-Literacy.RL.2.3
Describe how characters in a story respond to major events and challenges. (DOK 2) | • I can define character and major events. K (DOK1)
• I can identify major events or challenges of story. K (DOK1)
• I can describe how characters respond to major events and challenges. R (DOK2) |
| CCSS.ELA-Literacy.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. (DOK2) | • I can identify rhyming words, alliteration, and other types if figurative language. K (DOK1)
• I can recognize regular beats and repeated lines in a story, poem, and song. K DOK1)
• I can describe how words and phases supply rhythm or impact meaning, in a story, poem, song. R (DOK2) |
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| CCSS.ELA-Literacy.RL.2.5
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (DOK1) | • I can identify the structure of the story. K (DOK 1)
• I can describe how the beginning introduces the story, the action that takes place in the middle of the story, and how the ending concludes the action. K (DOK1) |
| | |

CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (DOK3)	• I can identify characters and traits of each character. K (DOK1) • I can define point of view. K(DOK1) • I can recognize dialogue to determine who is speaking. K(DOK1) • I can analyze a character to know what type of voice to use when speaking the part. R(DOK2) • I can determine differences in each character's point of view. R (DOK2) I can read the dialogue in text using appropriate voices for different characters. PS (DOK3)
CCSS.ELA-Literacy.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. (DOK2)	• I can identify plot. K (DOK1) • I can recognize digital text. K(DOK1) • I can obtain information from illustrations and words in various types of text. K(DOK1) • I can explain characters, setting, and plot obtained from illustrations and words in print. R (DOK2) • I can understand characters, setting, and plot, obtained from illustrations and words in digital text. R (DOK2)
CCSS.ELA-Literacy.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. (DOK2)	• I can recall details and events from two or more versions of a story by different authors. K (DOK1) • I can identify characters of two or more versions f a story by different authors. K (DOK1) • I can identify the difference between compare and contrast. K (DOK1) • I can compare and contrast two or more versions of the same story by different authors representing different cultures. R (DOK2) • I can infer characteristics of another culture. R (DOK2)

CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK3)	• I can identify the conventions of standard English grammar. K (DOK1) • I can use the conventions of standard English grammar in writing. R(DOK2) • I can use the conventions of standard English grammar in speaking. PS (DOK3)
CCSS.ELA-Literacy.L.2.1.a Use collective nouns (e.g., group). (DOK3)	• I can identify collective nouns. K (DOK1) • I can use collective nouns in writing. R (DOK2) • I can use collective nouns in speaking. PS(DOK3)
CCSS.ELA-Literacy.L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (DOK 3)	• I can recognize irregular plural nouns. K (DOK1) • I can form irregular plural nouns when writing. R (DOK2) • I can form and use frequently occurring irregular plural nouns in speaking. PS (DOK3)
CCSS.ELA-Literacy.L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (DOK3)	• I can identify past tense forms of irregular verbs. K (DOK1) • I can use past tense of irregular verbs in writing. R (DOK2) • I can use the past tense of irregular verbs in speaking. PS (DOK3)
CCSS.ELA-Literacy.L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (DOK3)	• I can rearrange complete simple and compound sentences in writing. R (DOK2) • I can produce, expand, and rearrange complete simple and compound sentences in speaking. PS (DOK3)
CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK1)	• I can apply correct capitalization, punctuation, and spelling when writing. K (DOK1)
CCSS.ELA-Literacy.L.2.2.b Use commas in greetings and closings of letters. (DOK1)	• I can use commas in greetings and closings of letters. K (DOK1)

CCSS.ELA-Literacy.L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives. (DOK1)	• I can use apostrophes to form contractions and frequently occurring possessives. K (DOK1)
CCSS.ELA-Literacy.L.2.2.d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	• I can use spelling rules and patterns. K (DOK1)
CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (DOK 4)	• I can identify a topic or title of a book to write about. K(DOK1) • I can recognize what an opinion is. K (DOK1) • I can recognize and define opinions, concluding sections or statements, and linking words. K (DOK2) • I can formulate and articulate an opinion about a text or topic. R (DOK2) • I can generate supporting reasons for stated opinions. R (DOK2) • I can organize writing to introduce, support, and conclude. R (DOK2) • I can link ideas with effective words in order to connect opinions and reasons. R (DOK2)
CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (DOK4)	• I can recognize informative and explanatory text. K(DOK2) • I can identify topic sentences, facts, definitions and concluding statements. K(DOK1) • I can use facts and definitions appropriately to develop points. R (DOK2) • I can determine an appropriate concluding statement or section. R (DOK2) • I can write an informative/explanatory text that: focuses on a specific topic, uses facts and definitions to develop the topic, and includes a

	concluding statement or section. PT (DOK4)
CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (DOK4)	• I can identify: components of narrative including beginning and ending, sequence of events, details related to event, temporal words. K(DOK1) • I can choose relevant details that correspond to a chosen event. R(DOK2) • I can reflect on identified event. R (DOK2) • I can apply appropriate temporal words in order to signal change of events in narrative. R(DOK2) • I can create relevant and elaborated details to support events of narrative. R (DOK2) • I can recount a well-elaborated event or short sequence of events. P (DOK4)
CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (DOK2)	• I can with guidance and support from adults and peers, students recognize how to: focus on a topic, and revise and edit. K (DOK1) • I can with guidance and support from peers and adults, students strengthen writing as needed by: revising and editing R (DOK2)
CCSS.ELA-Literacy.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. (DOK3)	• I can with guidance and support: use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools) • I can with guidance and support: choose digital tools for producing and publishing writing
CCSS.ELA-Literacy.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). (DOK2)	• I can apply sources and tools to conduct shared research on a single topic. K(DOK2) • I can organize relevant information on a topic (e.g., share information, produce a report)R (DOK2) • I can participate in shared research and writing projects. R(DOK2)
CCSS.ELA-Literacy.W.2.8	• I can recall information. K(DOK1) • I can gather information from sources. K (DOK1) • I can answer a question recalling information from

Recall information from experiences or gather information from provided sources to answer a question. (DOK2)	experiences and using information from a provided source or multiple sources. R (DOK2)
CCSS.ELA-Literacy.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. (DOK2)	• I can identify key details in an informational text. K(DOK1) • I can describe key details in an informational text using the questions who, what, when, where, why and how. K(DOK1) • I can determine the answers to questions about informational text using the questions who, what, when, where, why and how. R (DOK2)
CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (DOK1)	• I can recognize the main topic of multi-paragraph informational text. K (DOK1) • I can identify the focus of specific paragraphs that support the main topic of a text. K (DOK1)
CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.(DOK2)	• I can identify the historical events that occurred in a text, scientific ideas or concepts that occur in a text, and the steps in a procedure. K(DOK1) • I can describe the connection that occurs in a text between a series of historical events, scientific ideas or concepts, and the steps from a procedure. R (DOK2)
CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (DOK2)	• I can identify words and phrases in a text relevant to a grade 2 topic or subject area. K(DOK1) • I can determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area. R(DOK2)
CCSS.ELA-Literacy.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. (DOK1)	• I can determine how readers use different text features. K(DOK1) • I can identify various text features. K(DOK1) • I can use various text features to locate key facts or information in a text. K(DOK1)
CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (DOK1)	• I can identify the author's purpose. K(DOK1) • I can identify the main idea. K(DOK1) • I can identify what the author wants to answer,

	explain or describe. K (DOK1)
CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (DOK2)	• I can identify images in an informational text. K(DOK1) • I can understand the terms: explain, contribute, and clarify. K(DOK1) • I can discuss how specific images add to and clarify informational text. R(DOK2)
CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text. (DOK2)	• I can identify the key points in a text. K(DOK1) • I can identify details that support key points. K(DOK1) • I can describe how reasons support the author's specific points. R(DOK2)
CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. (DOK2)	• I can identify the important points presented in two informational texts on the same topic. K(DOK1) • I can compare the important points in two informational texts on the same topic. R(DOK2) • I can contrast the important points in two informational texts on the same topic. R(DOK2)
CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (DOK2)	• I can identify/understand in an informational text: key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently. K(DOK1) • I can comprehend independently in an informational text: key Ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently. R(DOK2)
CCSS.ELA-Literacy.SL.2.1	• I can participate in conversations about Grade 2 topics and texts. PS(DOK3)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (DOK3)	
CCSS.ELA-Literacy.SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (DOK1)	• Identify ideas from second grade topics and texts • Identify agreed-upon rules for discussion • Formulate comments and questions appropriate to the topic of discussion • Determine if agreed-upon discussion rules are being followed • Follow agreed-upon rules for discussion • I can recognize how others listen.
CCSS.ELA-Literacy.SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.(DOK3)	• I can recognize how others move conversations along. K(DOK1) • I can connect comments to the comments of others. PS(DOK3)
CCSS.ELA-Literacy.SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. (DOK3)	• I can recognize how others ask questions on topics. K(DOK1) • I can ask questions to better understand topics and text. PS(DOK3)
CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (DOK1)	• I can recount key ideas and/or details: from a text read aloud, from information, and presented orally through other media. K(DOK1) • I can describe key ideas or details from : a text read aloud, information presented orally, and through other media. K(DOK1)
CCSS.ELA-Literacy.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. (DOK3)	• I can identify a speaker's topic or issue. K(DOK1) • I can identify situations where: information is needed, understanding could be deepened, and comprehension needs to be clarified about what a speaker says. K(DOK1) • I can formulate appropriate questions about what a speaker says in order to: clarify comprehension, gather additional information, and deepen understanding of a topic or issue. R(DOK2)

	• I can formulate appropriate answers to questions about what a speaker says in order to: clarify comprehension, provide additional information, and deepen understanding of a topic or issue. R(DOK2) • I can ask and answer questions about what a speaker says in order to: clarify comprehension, gather additional information, and deepen understanding of a topic or issue. PS(DOK3)
CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (DOK 3)	• I can recognize an audio recording.K(DOK1) • I can recount an experience.K(DOK1) • I can create an audio recording.K(DOK1) • I can determine when it's appropriate to clarify: ideas thoughts feelings with drawings or other visual displays. R(DOK2) • I can create audio recordings of stories or poems. PS(DOK3) • I can add drawings/visual displays to: stories experiences. PS(DOK3)
CCSS.ELA-Literacy.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 here for specific expectations.) (DOK3)	• I can recognize complete sentences: in writing when spoken. K(DOK1) • I can identify audience. K(DOK1) • I can recognize: task situation. K(DOK1) • I can differentiate when situation calls for speaking in complete sentences. R(DOK2) • I can interpret requested detail or clarification.R(DOK2) • I can formulate a response. R(DOK2) • I can speak in complete sentences when appropriate to task and situation. PS(DOK3) • I can respond to answer questions or to clarify. PS(DOK3)
CCSS.ELA-Reading Foundational Skills. RF 2.3 Know and apply grade level phonics and word analysis skills in	• I can know and apply grade level phonics and word analysis skills in decoding words. PS(DOK3)

decoding words. (DOK3)	
CCSS.ELA-Reading Foundational Skills. RF 2.3a Distinguish long and sort vowels when reading regularly spelled one-syllable words. (DOK1)	• Recognize the rules for short and long vowel sounds.K(DOK1) • Identify long vowel and short sounds in one-syllable words. K(DOK1)
CCSS.ELA-Reading Foundational Skills. RF 2.3b Know spelling-sound correspondences for additional common vowel teams.(DOK1)	• Identify long and short sounds made by vowel teams. K(DOK1)
CCSS.ELA-Reading Foundational Skills. RF 2.3c Decode regularly spelled two-syllable words with long vowels.(DOK1)	• Know the rules for long vowels in two-syllable words. K(DOK1) • Read two-syllable words with long vowel sounds. K(DOK1)
CCSS.ELA-Reading Foundational Skills. RF 2.3d Decode words with common prefixes and suffixes.(DOK1)	• I can recognize a prefix and a suffix in words. K(DOK1) • I can read common prefixes and suffixes. K(DOK1) • I can read words with common prefixes and suffixes. K(DOK1)
CCSS.ELA-Reading Foundational Skills. RF 2.3e Identify words with inconsistent but common spelling-sound correspondences.(DOK1)	• I can recognize that some words have inconsistent spellingsound correspondence (e.g., cow, row, bow, or pint, mint). K(DOK1)
CCSS.ELA-Reading Foundational Skills. RF 2.3f Recognize and read grade-appropriate irregularly spelled words.(DOK3)	• I can read grade-appropriate irregularly spelled words PS(DOK3)
CCSS.ELA-Reading Foundational Skills. RF 2.4 Read with sufficient accuracy and fluency to support comprehension. (DOK3)	• I can read with sufficient accuracy and fluency to support comprehension. (DOK3)
CCSS.ELA-Reading Foundational Skills. RF 2.4a Read grade-level text with purpose and understanding.(DOK3)	• I can to support comprehension: identify the purpose and understanding of text. K(DOK1) • I can to support comprehension: determine the purpose for reading on-level text. R(DOK2) • I can to support comprehension: read on-level text fluently and accurately. PS(DOK3)
CCSS.ELA-Reading Foundational Skills. RF 2.4b	• I can to support comprehension:identify oral

Read grade-level text orally with accuracy, appropriate rate and expressions on successive readings. (DOK3)	reading with accuracy, appropriate rate, and expression on successive readings. K (DOK1) • I can to support comprehension apply reading strategies to be used with text for accuracy, appropriate rate, and expression on successive readings. R (DOK2) • I can to support comprehension reread with fluency as necessary.PS (DOK3)
CCSS.ELA-Reading Foundational Skills. RF 2.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (DOK2)	• I can support comprehension: identify rereading, when necessary, as a strategy when confirming or self-correcting words in text. K(DOK1) • I can support comprehension: understand how context can help to confirm or self-correct word recognition. K(DOK1) • I can support comprehension: confirm or self-correct word recognition and understanding by using context. PS(DOK2)
CCSS.ELA-Vocabulary Acquisition and Use L.2.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. (DOK2)	• I can determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies. R(DOK2)
CCSS.ELA-Vocabulary Acquisition and Use L.2.4a Use sentence-level context as a clue to the meaning of a word of phrase. (DOK1)_	• I can Identify: context clues within sentences and know how to use these to construct meaning of unknown or multiple meaning words. K(DOK1)
CCSS.ELA-Vocabulary Acquisition and Use L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell). (DOK1)	• I can identify meaning of common grade appropriate prefixes and new words formed with them (e.g,, happy/unhappy, tell/retell) K(DOK1)
CCSS.ELA-Vocabulary Acquisition and Use L.2.4c Use a known root words as a clue to the meaning of an unknown word with the same root. (DOK2)	• I can identify grade appropriate root words and their meanings. K(DOK1) • I can apply knowledge of common root words to problem solve new words with same root (e.g.,

	addition, additional).R(DOK2)
CCSS.ELA-Vocabulary Acquisition and Use L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.(DOK2)	• I can identify compound words.K(DOK1) • I can predict the meaning of compound words by using meaning of individual parts (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). R(DOK2)
CCSS.ELA-Vocabulary Acquisition and Use L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.(DOK1)	• I can demonstrate understanding: word relationships and nuances in word meanings. K(DOK1)
CCSS.ELA-Vocabulary Acquisition and Use L.2.5a Identify real-life connections between words and their use. (DOK1)	• I can identify real life connections between words and their use. K(DOK1) • I can demonstrate understanding of word relationships. K(DOK1)
CCSS.ELA-Vocabulary Acquisition and Use L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g. When other kids are happy that makes me happy). (DOK2)	• I can use words and phrases acquired through: conversations, reading, being read to, and responding to texts. K(DOK1) • I can identify and use adjectives and adverbs. K(DOK1) • I can distinguish between words and phrases acquired through: conversations reading being read to responding to texts. R(DOK2) • I can determine when an adjective or adverb should be used to describe. R(DOK2)