Mohawk Local Schools   2nd Grade   ELA

Quarter 4   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 key details in a text.*	- I can identify key details in a text (K/DOK1). - I can describe key details of the text using who, what, where, when, why and how (K/DOK1). - I can determine the answers of literary text using

(DOK2)	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/DOK1). - I can recall details from stories (e.g., fables and folktales) (K/DOK1). - I can recount details of a story (e.g., fables and folktales) (R/DOK2). - I can determine the message, lesson or moral of a story (e.g., fables and folktales) (R/DOK2).
CCSS.ELA-Literacy.RL.2.3 *Describe how characters in a story respond to major events and challenges.* (DOK2)	- I can define "character" and "major events." (K/DOK1) - I can identify major events or challenges in a story. (K/DOK1) - I can describe how characters respond to major events and challenges. (R/DOK2)
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)
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 of a story by different authors. (K/DOK1) - I can identify the differences between comparing and contrasting. (K/DOK1) - I can infer characteristics of another culture (R/DOK2) - I can compare and contrast two or more versions of the same story by different authors representing different cultures. (R/DOK2)
CCSS.ELA-Literacy.L.2.1	- I can identify the conventions of standard English grammar. (K/DOK1)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK3)	- I can write using the conventions of standard English grammar. (R/DOK2) - I can speak using the conventions of standard English grammar. (PS/DOK3)
CCSS.ELA-Literacy.L.2.1.c *Use reflective pronouns (e.g., myself, ourselves)* (DOK3)	- I can recognize reflexive pronouns. (K/DOK1) - I can demonstrate command of the conventions of standard English grammar and usage when writing using reflexive pronouns. (R/DOK2) - I can demonstrate command of the conventions of grammar and usage when speaking using reflexive pronouns. (PS/DOK3)
CCSS.ELA-Literacy.L.2.1.e *Use adjectives and adverbs, and choose between them depending on what is to be modified.* (DOK3)	- I can identify adjectives and adverbs. (K/DOK1) - I can demonstrate command of the conventions of standard English grammar and usage when writing using adjectives and adverbs correctly. (R/DOK2) - I can demonstrate command of the conventions of standard English grammar and usage when speaking using adjectives and adverbs, and choose between them depending on what is to be modified. (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, punctuations and spelling when writing. (K/DOK1)
CCSS.ELA-Literacy.L.2.2.a *Capitalize holidays, product names, and geographic names.* (DOK1)	- I can apply correct capitalization of holidays. (K/DOK1) - I can apply correct capitalization of product names. (K/DOK1) - I can apply correct capitalization of geographic names. (K/DOK1)
CCSS.ELA-Literacy.L.2.2.c *Use an apostrophe to form contractions and frequently occurring possessives.* (DOK1)	- I can use an apostrophe to form contractions. (K/DOK1) - I can use an apostrophe to form 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).* (DOK1)	- I can apply correct spelling when writing. (K/DOK1) - I can use spelling rules and patterns. (K/DOK1)
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 an informative text and an explanatory text. (K/DOK1) - 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 and uses facts and definitions to develop the topic. (P/DOK4) - I can write an informative/explanatory text that includes a concluding statement or section. (P/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. (K/DOK1) - I can identify sequence of events, details related to events, and temporal words. (K/DOK1) - I can choose relevant details that correspond to a chosen event. (R/DOK2) - I can reflect on identified events. (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 write a narrative that recounts a well-elaborated event or short sequence of events. (P/DOK4) - I can write a narrative that includes supporting details, temporal words, and a sense of closure.

	(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, recognize how to focus on a topic, revise and edit. (K/DOK1) - I can, with guidance and support from adults and peers, 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). (K/DOK1) - I can, with guidance and support, choose digital tools for producing and publishing writing. (R/DOK2) - I can, with guidance and support, use technology to produce and publish writing individually and with peers. (PS/DOK3)
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/DOK1) - 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 *Recall information from experiences or gather information from provided sources to answer a question.* (DOK2)	- I can recall information. (K/DOK1) - I can gather information from sources. (K/DOK1) - I can answer a question by recalling information from experiences or from a provided source(s). (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	- I can identify the historical events that occurred in

	a text. (K/DOK1)
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 scientific ideas or concepts that occur in a text. (K/DOK1) - I can identify 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.2.6 *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.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.* (DOK3)	- I can participate in collaborative conversations with diverse partners about grade 2 topics and texts. (PS/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).* (DOK3)	- I can identify agreed-upon rules for discussion. (K/DOK1) - I can recognize how others listen. (K/DOK1) - I can identify ideas from second grade topics and texts. (K/DOK1) - I can formulate comments and questions appropriate to the topic of discussion. (R/DOK2) - I can determine if agreed-upon rules are being followed. (R/DOK2) - I can follow agreed-upon rules for discussion. (PS/DOK3)
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 to 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 to 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, information presented orally, or through other media. (K/DOK1) - I can describe key ideas or details from a text read aloud, information presented orally, or through other media. (K/DOK1)
CCSS.ELA-Literacy.SL.2.3	- I can identify a speaker's topic or issue. (K/DOK1) - I can identify situations where information is

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)	needed, understanding could be deepened, or 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, or deepened 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, or 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, or deepen understanding of a topic or issue. (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 and when spoken. (K/DOK1) - I can identify an audience. (K/DOK1) - I can recognize task and 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 decoding words.* (DOK2)	- I can use known grade-level phonics and word analysis skills when decoding words. (K/DOK1) - I can apply grade-level phonics and word analysis skills in decoding words. (R/DOK2)
CCSS.ELA-Reading Foundational Skills. RF 2.3a	- I can recognize the rules for short and long vowel

Distinguish long and sort vowels when reading regularly spelled one-syllable words. (DOK1)	- I can identify long vowel and short sounds in one-syllable words. (K/DOK1) sounds. (K/DOK1)
CCSS.ELA-Reading Foundational Skills. RF 2.3b *Know spelling-sound correspondences for additional common vowel teams.* (DOK1)	- I can 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)	- I can utilize the rules for long vowels in two-syllable words. (K/DOK1) - I can read two-syllable words with long vowel sounds. (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 spelling-sound correspondence (e.g. cow/row, 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 identify and understand foundational skills for reading. (K/DOK1) - I can read with accuracy, appropriate rate, and expression on successive reading. (PS/DOK3)
CCSS.ELA-Reading Foundational Skills. RF 2.4a *Read grade-level text with purpose and understanding.* (DOK3)	- I can identify the purpose and understanding of text to support comprehension. (K/DOK1) - I can determine the purpose for reading on-level text to support comprehension. (R/DOK2) - I can read on-level text fluently and accurately support comprehension. (PS/DOK3)
CCSS.ELA-Reading Foundational Skills. RF 2.4b *Read grade-level text orally with accuracy, appropriate rate and expressions on successive readings.* (DOK3)	- I can identify oral reading with accuracy, appropriate rate, and expression on successive readings to support comprehension. (K/DOK1) - I can apply reading strategies to be used with text for accuracy, appropriate rate, and expression on

	successive readings to support comprehension. (R/DOK2) - I can reread with fluency as necessary to support comprehension. (PS/DOK3)
CCSS.ELA-Reading Foundational Skills. RF 2.4c *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.* (DOK2)	- I can identify rereading, when necessary, as a strategy when confirming or self-correcting words in text to support comprehension. (K/DOK1) - I can understand how context can help to confirm or self-correct word recognition to support comprehension. (K/DOK1) - I can confirm or self-correct word recognition and understanding by using context to support comprehension. (R/DOK2)
CCSS.ELA-Knowledge of Language L.2.3 *Use knowledge of language and its conventions when writing, speaking, reading, or listening.* (DOK3)	- I can recognize conventions of language for writing, speaking, reading, and listening. (K/DOK1) - I can use knowledge of language when writing, speaking, and reading. (R/DOK2) - I can use knowledge of language conventions when writing, reading, and listening. (R/DOK2) - I can use knowledge of language when speaking. (PS/DOK3) - I can use knowledge of language conventions when speaking. (PS/DOK3)
CCSS.ELA- Knowledge of Language L.2.3a *Compare formal and informal uses of English.* (DOK2)	- I can identify conventions of language for formal and informal use of English. (K/DOK1) - I can compare formal use of English to information use of English. (R/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 meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content choosing flexibly from an array of vocabulary strategies. (R/DOK2)
CCSS.ELA-Vocabulary Acquisition and Use L.2.4a	- I can identify context clues within sentences and know how to use these to construct meaning of

Use sentence-level context as a clue to the meaning of a word of phrase. (DOK1)	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).* (DOK2)	- 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 meaning. (K/DOK1) - I can apply knowledge of common root words to problem solve novel words with same root (e.g. addition, additional). (R/DOK2)
CCSS.ELA-Vocabulary Acquisition and Use L.2.4e *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.* (DOK2)	- I can use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases. (K/DOK1) - I can use digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases. (K/DOK1) - I can apply ABC order to appropriate resources. (K/DOK1) - I can choose to use a glossary or dictionary (print or digital) to determine or clarify meaning of an unknown word. (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 of 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 demonstrate understanding of word relationships. (K/DOK1) - I can identify real life connections between words and their use. (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, or when 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, or when responding to texts. (R/DOK2) - I can determine when an adjective or adverb should be used to describe. (R/DOK2)