

ADOPTED FEBRUARY 2018



Ohio

Ohio's Model Curriculum
with Instructional Supports

GRADE 2

English Language Arts

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English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grade 2

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p>RL.1 Quote accurately from a text when explaining text.</p> <p>RL.2 Analyze literary text development.</p> <ol style="list-style-type: none"> Determine a theme of a story, drama, or poem; respond to challenges or how the speaker in a drama or poem reacts to those challenges. Summarize the text, incorporating a theme d <p>RL.3 Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

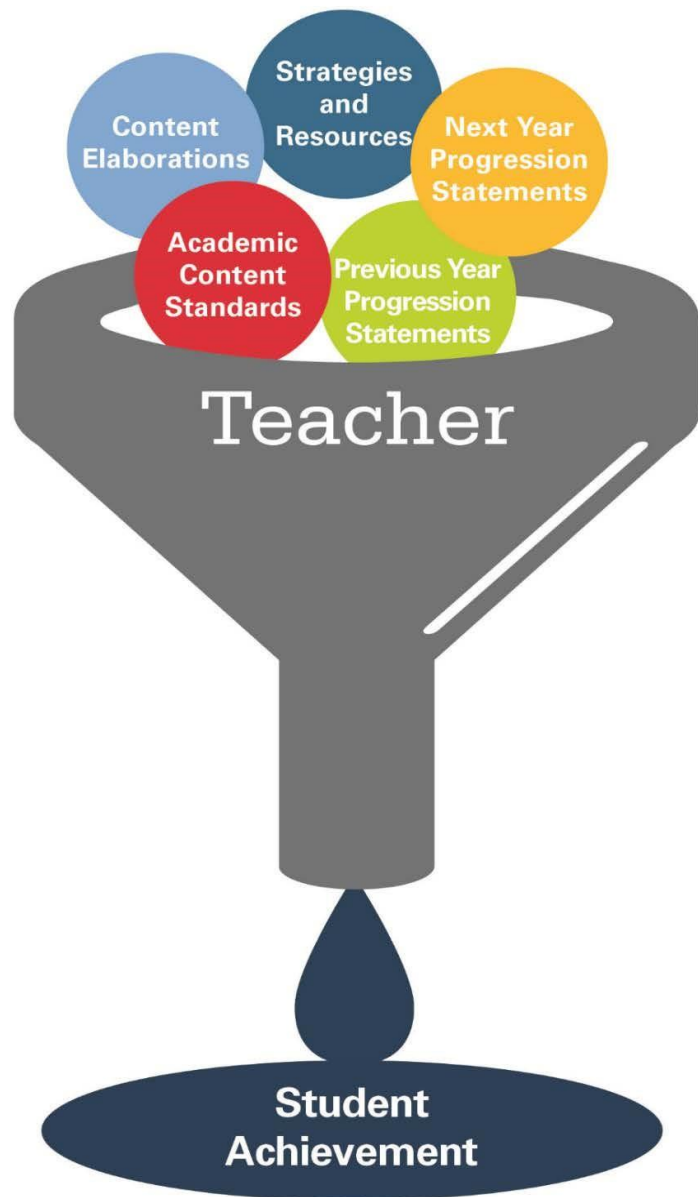
This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.



Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to ***Ohio's Learning Standards for English Language Arts***. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the ***Previous Grade Level Progression Statements*** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the ***Content Elaborations***, as well as reviewing the ***Instructional Strategies and Resources***, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the ***Next Grade Level Progression Statements*** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: ***Student Achievement***.

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> » detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation 	<ul style="list-style-type: none"> ⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions or direction



Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

LEARNING AND DEVELOPMENT STANDARDS

[Ohio's Learning Standards Kindergarten through Grade 3](#) address Approaches Toward Learning, Physical Well-Being, and Social and Emotional Development. The K-3 standards created in the non-academic domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The development of these early childhood education standards represented a collaboration between state agencies including Ohio Department of Education, Ohio Department of Job and Family Services, and Ohio Department of Health, among others. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to craft these standards.

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grade 2

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures. <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to use details from a story to determine the message or lesson, describe the characters and setting and to retell what happened.

Content Elaborations

Asking and answering questions about a text encourages students to develop a deeper understanding of key details as they read.

Stories, including fables and folktales, can provide rich and timeless insights into universal lessons and morals from diverse cultures.

Students must have an understanding of major events or challenges in the story. Students will use this understanding to describe how characters respond to these major events and challenges.

Next Grade Level Progression Statement

Students increase literary awareness as they determine the theme of a story, especially when using traditional literature. This genre often has clearly stated or easily inferred themes and is a good starting place for developing and understanding of these concepts. Students use details to explain why a character acts the way he/she does, ask and answer text dependent questions and retell stories.

	Instructional Supports for the Model Curriculum
	<u>Instructional Strategies</u> <i>This section is under revision.</i> <u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Literature
Topic	<i>Craft and Structure</i>
Standards	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6 Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Students were expected to explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Students were expected to identify who is telling the story at various points in a text.

Content Elaborations

Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view, and structure. The focus of the Craft and Structure topic is the reader's ability to understand word meaning and figurative language. The way words are arranged produces meaning.

Comprehension improves with an increased understanding of story structure and elements. The end of the action can come before the conclusion.

Students differentiate between various narrators in a text. Students also determine when the narrator is or is not a character in the story.

Next Grade Level Progression Statement

In the next grade level, students are expected to determine the meaning of words and phrases as they are literally or figuratively used in a text. Literary terms that refer to parts of stories, dramas, and poems such as chapter, scene, and stanza become part of the student's vocabulary. Students will be expected to explain how one part of a story influences or connects to another part of a story. Students are expected to identify point of view and differentiate between first and third person.

	Instructional Supports for the Model Curriculum
	<u>Instructional Strategies</u> <i>This section is under revision.</i> <u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Literature
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.8 (Not applicable to literature)</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>
<p><u>Previous Grade Level Progression Statement</u></p> <p>In the previous grade level, students were expected to use the illustrations and details to increase understanding and to describe story elements. They also compared the actions of multiple characters within a single story.</p> <p><u>Content Elaborations</u></p> <p>Readers begin to synthesize information from print, audio, and visual sources that connect to a single story or theme. Good readers recognize that the illustrations in a picture book carry meaning that supports or goes beyond the written text.</p> <p>Readers understand that manipulating characters and setting impact the story when comparing and contrasting multiple versions of the same story. This level of understanding helps build the foundation for comparing more complex literary elements such as mood and tone.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In the next grade level, students are expected to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting). Students will compare and contrast story elements in texts written by a single author.</p>	

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	<u>Instructional Strategies</u> <i>This section is under revision.</i> <u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Literature
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to read prose and poetry of appropriate complexity for grade 1 with prompting and support. Students were expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Content Elaborations

Readers activate prior knowledge and make text-to-text and text-to-self connections and comparisons as they develop a strong understanding of the text.

Teachers should consider both age-appropriateness and readability when selecting texts for students. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Scaffolding is the gradual withdrawal of adult support within the learning process in order to shift more and more responsibility for learning onto the student.

Next Grade Level Progression Statement

In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Overview of Text Complexity

Text complexity is defined by:

- Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
- Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
- Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	<i>Key Ideas and Details</i>
Standards	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. Identify the main topic of a multi-paragraph text. b. Identify the focus of specific paragraphs within the text. <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to ask and answer questions about key details in a text, to identify the main topic and retell using key details of a text. Students were expected to describe the connection between two individuals, events, ideas, or pieces of information in a text.

Content Elaborations

Readers who engage in questioning, discussing, and studying the key details as they read, gain a deeper understanding of informational text. A main topic is a general category that a text may fall under and is not to be confused with a main idea. A topic is stated in a single word or phrase. For example, “space” or “animal habitats” might be topics. In this case, the focus of specific paragraphs within the text would be “the moons of Jupiter” or “deserts”.

Being able to see the relationships in people/ideas/concepts over the course of an informational text is the foundation for synthesizing and analyzing elements in an informational/nonfiction text once students reach high school

Next Grade Level Progression Statement

In the next grade level, students are expected to be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Students are expected to analyze informational text development, including determining the main idea of a text. Students are expected to retell the key details and explain how they support the main idea.

	Instructional Supports for the Model Curriculum
	<u>Instructional Strategies</u> <i>This section is under revision.</i> <u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Informational Text
Topic	<i>Craft and Structure</i>
Standards	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to <i>a grade 2 topic or subject area</i>.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>
<p><u>Previous Grade Level Progression Statement</u></p> <p>In the previous grade level, students were expected to ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text. Students used text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate information in a text. Students were expected to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><u>Content Elaborations</u></p> <p>As students get older they are exposed to more complex nonfiction text related to the social studies, science and math curriculum. There is content specific vocabulary that students have wide ranging application in the 'real world'.</p> <p>Text features in both print and digital nonfiction texts are like roadmaps. They provide information that can help guide a student through a nonfiction text. Students begin to understand that text features help locate information, give 'hints' about the subject of a section or chapter and can help clarify the meanings of unfamiliar concepts.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In the next grade level students will increase their understanding of and learn new text features. They are expected to increase their understanding of words and phrases as they are related to content specific ideas and concepts. Additionally, they begin to examine the perspective of an author and work to understand that an author's ideas about a topic may be different from their own.</p>	

	Instructional Supports for the Model Curriculum
	<u>Instructional Strategies</u> <i>This section is under revision.</i> <u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Informational Text
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>
	<p><u>Previous Grade Level Progression Statement</u></p>
	<p>In the previous grade level, students were expected to use the images and details in a nonfiction text to describe its key ideas and extend their understanding of the content. Students were expected to identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
	<p><u>Content Elaborations</u></p>
	<p>At this grade level students are expected to understand that the visual pieces of a text (images, charts, maps, graphics etc.) are an intentional inclusion by the author or illustrator to further explain and/or enhance a concept that is being discussed. In today's media rich world, it is critical that students start early analyzing the message that is carried by the images in nonfiction text.</p> <p>Students begin to look at what an author says, develop an understanding of why it was said that way, and begin to look for the ways that the author supported the things that were said.</p> <p>Just as they are doing with nonfiction, students at this grade level begin to look across texts to determine similarities and differences in the way that information is presented. As they look across texts they are able to determine the most relevant information on the topic being studied.</p>
<p><u>Next Grade Level Progression Statement</u></p>	
<p>In the next grade level, students are expected to use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Students are expected to describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Students are expected to compare and contrast the most important points and key details presented in two texts on the same topic.</p>	

	Instructional Supports for the Model Curriculum
	<u>Instructional Strategies</u> <i>This section is under revision.</i> <u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Informational Text
Topic	<i>Range of Reading and Text Complexity</i>
Standard	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.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to read appropriately complex informational texts with prompting and support.

Content Elaborations

Teachers should consider both age-appropriateness and readability when selecting texts for students. Through extensive reading of a variety of complex informational texts, students will gain content knowledge and build important reading skills and strategies, as well as become familiar with various text structures and features. Students must read widely and deeply from high quality, challenging texts and develop the skill, concentration, and stamina to read these texts independently and proficiently. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Next Grade Level Progression Statement

In the next grade level, students are expected to read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



	Instructional Supports for the Model Curriculum
	<u>Instructional Strategies</u> <i>This section is under revision.</i> <u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

READING FOUNDATIONS STRAND

Strand	Reading: Foundational Skills
Topic	<i>Phonics and Word Recognition</i>
Standard	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. 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.
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to know consonant digraphs, single syllable words, know final –e and vowel team conventions for representing long vowel sounds. Students were taught syllabication rules and are able to determine how many syllables are in a single word. Students have learned to decode words with more than one syllable and can spell grade level words that are irregular in form.</p> <p><u>Content Elaborations</u> Learning to recognize and decode printed words develops the skills that are the foundation for independent reading. The National Reading Panel advocates systematic phonics instruction as part of a balanced literacy program. Phonics and other strategies are used for word recognition. Reading is the act of recognizing words and understanding the individual and collective meanings of those words. The ultimate goal of phonics instruction is to understand the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students are expected to identify, decode, and understand the most common prefixes and suffixes. They are expected to decode multi-syllable words (i.e., rocket, lumber, muskrat, temper, candle). Students at this grade level will also be expected to read irregularly spelled words that are more complex than they have had at this grade level.</p>	

	Instructional Supports for the Model Curriculum
	<u>Instructional Strategies</u> <i>This section is under revision.</i> <u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Foundational Skills
Topic	Fluency
Standard	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to read grade-level text with purpose and understanding, read grade-level text orally with accuracy, appropriate rate, and expression on successive readings, and use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Content Elaborations</u> Fluency encompasses the integration of pausing, phrasing, stress, intonation, and rate.</p> <p>The focus of Fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding.</p> <p>Fluency is the ability to read accurately and with proper expression. Fluency is not reading fast but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students are expected to read with sufficient accuracy and fluency to support comprehension.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

WRITING STRAND

Strand	Writing
Topic	<i>Text Types and Purposes</i>
Standards	<p>W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.3 Write narratives to recount a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. They were expected to write informative/explanatory texts that provide a topic, some facts, and closure. They were expected to write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Content Elaborations

Second grade writers have a continued opportunity to write a variety of text types and for a variety of purposes. In opinion writing, authors provide their stance on a given topic and provide evidence from the text or personal experiences to support their opinion. In informative pieces, authors share research or facts related to a particular topic. In explanatory texts, authors share background information about a topic, a literary response (i.e. explaining why a character made a particular choice), or how to complete a particular task. Throughout the year, students should utilize fiction and nonfiction texts as the basis for explanatory writing. In narrative writing, authors tell stories made up of a sequence of events. Narratives may be about true or imagined events.

Second grade writers are providing increased evidence and support in their explanatory, informative, and opinion writing. These details and evidence come directly from fiction and nonfiction text as well as classroom experiences or background knowledge. In narratives, students are expected to provide increased details and complexity in their stories. A variety of writing should occur across the curriculum and throughout the school year.

Next Grade Level Progression Statement

In the next grade level, students are expected to write increasingly complex opinion, informative/explanatory, and narrative pieces about a variety of topics. Their writing should begin to be well organized, show evidence of transitions from one point to another, and be connected to a specific topic or idea.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Writing
Topic	<i>Production and Distribution of Writing</i>
Standards	<p>W.2.4 (Begins in grade 3)</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed with guidance and support from an adult. Students were expected to use a variety of digital tools to produce and publish writing, including in collaboration with peers and with guidance and support from an adult.</p> <p><u>Content Elaborations</u> Students at this age are writing more independently and have begun to understand that words are powerful ways to express themselves. Their engagement with text and usage of words to share their message increases. As students begin to share messages, they must understand the components of the writing process and the importance of revising and editing. Students work through the writing process independently but may receive guidance and support from a peer in a peer editing role.</p> <p>Revision is the ongoing process of an author changing how he/she is presenting their thoughts and the details they choose to include. Editing is a process of re-reading for sense and correcting conventions. These two processes may be worked through in the same session, but do not have to be.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students begin to wean away from guidance and support from adults They are expected to produce writing in which the development and organization are appropriate to task and purpose. Students are expected to develop and strengthen writing as needed by planning, revising, and editing. They are expected to use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Writing
Topic	<i>Research to Build and Present Knowledge</i>
Standards	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8 Recall information from experiences to gather information provided sources to answer a question.</p> <p>W.2.9 (Begins in grade 4)</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). They were expected to recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults.

Content Elaborations

Teaching research skills can help satisfy students’ natural curiosity. As they work together to gather information, they learn how and why things/concepts appear as they do. Student researchers begin to see the value in finding answers to their own questions. Student researchers use collaborative conversation to share and gather information as they plan, investigate, observe, record, represent, and present information.

Next Grade Level Progression Statement

In the next grade level, students will be expected to participate in short research projects that build knowledge about a topic. They will be expected to use information from their own experiences and from what they have read in print and digital text to write in multiple genres. At this grade level they will begin to use beginning note taking strategies to organize information they find. They are expected to recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	<i>Comprehension and Collaboration</i>
Standards	<p>SL.2.1 Participate in collaborative conversations <i>about grade 2 topics and texts</i> with diverse partners in small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon 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. <p>SL.2.2 Retell or describe key ideas or details from text read aloud or information presented in various media and other formats (e.g., orally).</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Previous Grade Level Progression Statement	<p>In the previous grade level, students were expected to participate in collaborative conversations about topics and texts and texts and follow rules for discussions. Students were expected to fully participate in these experiences, using turn taking, clear speaking, and concentrated listening skills.</p>
Content Elaborations	<p>The comprehension of spoken message and the students' abilities to collaborate with speakers is critical to academic success. Strong listening and speaking skills are critical for learning and communicating and allowing us to understand the world better. Applying these skills to collaborations amplifies each individual's contribution and leads to new and unique understandings and solutions. Students must focus on gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion. Group work and working together is imperative in this standard.</p>
Next Grade Level Progression Statement	<p>In the next grade level, students will be expected to listen to speakers, teachers and peers for more extended periods of time. They will be expected to attend to what is being said and be ready to participate in discussions by offering information or asking topic specific questions.</p>

	Instructional Supports for the Model Curriculum
	Instructional Strategies <i>This section is under revision.</i> Instructional Tools/Resources <i>This section is under revision.</i>

Strand	Speaking and Listening
Topic	<i>Presentation of Knowledge and Ideas</i>
Standards	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
	<p>Previous Grade Level Progression Statement In the previous grade level, students were expected to describe people, places, things, and events with details, expressing ideas and feelings clearly. Students added drawings or other visual displays to oral projects as a way of enhancing/extending their ideas, and feelings. Students were also expected to produce complete sentences when appropriate to task and situation.</p> <p>Content Elaborations Children develop their abilities to present their knowledge and ideas as their speaking and listening skills advance. Oral communication (speaking and listening) is a critical part of the classroom because of its role in social interaction as well as developing and presenting knowledge. The listening of student created audio recording supports fluency development. As students develop listening skills, participate in discussions, and develop topic-related questions, they develop the ability to understand a perspective other than their own, elaborate or expand explanations given by someone else and use evidence-based logic to explain their ideas or defend points. Oral presentations (by peers, teachers, experts) provide students with the opportunity to construct meaning from what they have seen and heard, and to convey that meaning to others. Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</p> <p>Next Grade Level Progression Statement In the next grade level, students are expected to be able to orally report on a topic or text, tell a story, or recount an experience. Using appropriate tone, pace and sentence construction they will share information and include visual (artwork, digital images, graphs or charts) to accompany what is being said.</p>

	Instructional Supports for the Model Curriculum
	<u>Instructional Strategies</u> <i>This section is under revision.</i>
	<u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

LANGUAGE STRAND

Strand	Language
Topic	Conventions of Standard English
Standards	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>).</p> <ul style="list-style-type: none"> a. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). b. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). c. Use adjectives and adverbs and choose between them depending on what is to be modified. d. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.</p> <ul style="list-style-type: none"> a. Use commas in greetings and closings of letters. b. Use an apostrophe to form contractions and frequently occurring possessives. c. Generalize learned spelling patterns when writing words (e.g., <i>cage -> badge; boy -> boil</i>). d. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Strand	Language
Topic	Conventions of Standard English
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. They were expected to demonstrate grade appropriate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>Content Elaborations</u> Writers and speakers use the rules and conventions of standard English, parts of speech, sentence structure, mechanics, and spelling to communicate effectively with readers. These conventions are learned and applied with the contexts of reading, writing, speaking, and listening. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process.</p> <p>Students should have opportunity to interact with language in a variety of settings and modalities. The instruction of language conventions should be applied using best practices. Possible best practices for instruction of language conventions include small group activities, peer assessment and teaching, station rotations, authentic experiences, self-assessments, and integrative units. Creating an environment that supports word learning and encourages word play is critical.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students will be expected to increase their understanding of the use of punctuation and grammar in their writing. They will show a command of capitalization, comma use, possessives and grade level appropriate spelling.</p>	

Instructional Supports for the Model Curriculum	
<p><u>Instructional Strategies</u> <i>This section is under revision.</i></p> <p><u>Instructional Tools/Resources</u> <i>This section is under revision.</i></p>	

Strand	Language
Topic	<i>Knowledge of Language</i>
Standards	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Recognize formal and informal uses of English. b. Compare formal and informal uses of English.

Previous Grade Level Progression Statement

Begins in grade 2

Content Elaborations

Language is understood and applied in oral, auditory, written, or viewed expression, cultivating strong communication skills in selecting language appropriate to purpose and audience. Conventions and use of drawings, symbols, letters, known words, digital icons, and tools are a part of language and meaning making.

Students are asked to recognize formal and informal uses of English prior to comparing the formal and informal uses of English.

Students should have opportunity to interact with language in a variety of settings and modalities. The instruction of language conventions should be applied using best practices. Possible best practices for instruction of language conventions include small group activities, peer assessment and teaching, station rotations, authentic experiences, self-assessments, and integrative units.

Next Grade Level Progression Statement

In the next grade level, students are expected to use their knowledge of language and its conventions when writing, speaking, reading, or listening. They will begin to understand the differences between spoken and written English.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
Standards	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> 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., <i>happy/unhappy, tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
	<p><u>Previous Grade Level Progression Statement</u></p>
	<p>In the previous grade level, students were expected to determine or clarify meaning of unknown and multiple-meaning words and phrases. With guidance and support from adults, the students were expected understand word relationships Student conversations with peers and adults, books they read or had read to them helped to increase their vocabulary.</p>
	<p><u>Content Elaborations</u></p>
	<p>Vocabulary acquisition is critical in the development of young readers, writers, speakers, and listeners who identify and use word meanings, inflections, and affixes based on shared reading experiences. They explore word relationships and usage through conversation, reading, and read alouds. Daily writing for a variety of purposes is critical for increasing written vocabulary. Young writers explore new vocabulary through reading/writing experiences and encounter/learn vocabulary modeled in conversations and texts.</p> <p>Students are encouraged to be <i>word aware</i> (Blachowicz) in classrooms that support word selection, use of context, word structures and the use of reference tools in learning new vocabulary.</p> <p>Students should have opportunity to interact with language in a variety of settings and modalities. The instruction of language conventions should be applied using best practices. Possible best practices for instruction of language conventions include small group activities, peer assessment and teaching, station rotations, authentic experiences, self-assessments, and integrative units.</p>

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
	<p><u>Next Grade Level Progression Statement</u> In the next grade level students will use multiple strategies to find the meaning of words they encounter in text (context clues, author definitions, illustrations). They will increase their understanding of the ways that an affix can alter the meaning of a word. Students will also begin to develop an academic or domain specific vocabulary as it relates to the content being studied.</p>

	Instructional Supports for the Model Curriculum
	<p><u>Instructional Strategies</u> <i>This section is under revision.</i></p> <p><u>Instructional Tools/Resources</u> <i>This section is under revision.</i></p>

English Language Arts Model Curriculum Update Writing Team

GRADE 2

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