

Grade 2: Curriculum Map

EL Education's grades K–2 comprehensive literacy curriculum is 3 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): Explicitly teach and formally assess all reading comprehension, writing, speaking and listening, and language standards and strands of the Common Core State Standards (CCSS) for English Language Arts & Literacy.
- Labs (60 minutes of daily instruction): Build students' oral language, content knowledge, and habits of character through inquiry and hands-on exploration. The Labs reinforce literacy skills, content knowledge, and habits of character taught in the module lessons and provide teachers with additional time to document students' progress toward particular standards.
- K-2 Reading Foundations Skills Block (60 minutes of daily instruction): Teaches and assesses all reading foundations standards and language standards associated with spelling and letter formation (see the K-2 Reading Foundations Skills Block Scope and Sequence documents).

The module lessons and Labs work together to help students develop literacy skills as they build knowledge about the world.

During Labs, students reinforce their understanding of the module content and literacy skills through five different Labs: Create, Engineer, Explore, Imagine, and Research. The Labs take place across four stages: Launch, Practice, Extend, and Choice and Challenge. These stages support increasing student independence and complexity in the Labs' tasks. Refer to the K–5 ELA guidance document and the Implementing the Labs document for additional information on Labs.

Structure of a Module

- Each module provides eight weeks of instruction¹, broken into three shorter units. Each module includes:
 - A final performance task that is a more supported project, often involving research
 - Three assessments (one per unit), which are almost always “on-demand”: Students complete an independent task (or with prompting and support, as the CCSS may dictate) on reading, writing, speaking, and/or listening
 - Checklists for select reading, writing, speaking and listening, and language standards: Teachers use these checklists throughout module lessons to track students' progress on specific standards or sub-standards

¹ For K–2, Module 1 is just six weeks long, to allow more time for establishing classroom routines.

Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed (through unit assessments and checklists) within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the grades K–2 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text(s) in bold are the central texts for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grade 2. Note: For kindergarten and Grade 1, students engage with complex text through read-alouds. Typically, this text is two or three grade levels above what they would be able to read independently.
- **Performance Task:** This is a culminating project that takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are never “on-demand” assessments; rather, they are scaffolded and almost always include peer critique and revision.
- **Unit-Level Assessments**
 - Each unit assessment is “on-demand” and designed to show what students know or can do on their own (or with prompting and support, as the CCSS may dictate).
 - Unit assessments are designed for students to experience as a typical lesson in the course of the unit using formats that students have been explicitly taught and used before the assessment.
 - Unit assessments are also designed to be curriculum-embedded opportunities to practice—in an age-appropriate manner—the types of skills needed on state assessments in Grades 3–5.
 - The curriculum map on the following pages lists the title of each unit-level assessment, CCSS assessed, and the format.
 - Speaking and listening (discussion or oral presentation)
 - Drawing and dictation

- Cut and paste or sorting (students cut and paste or sort visuals to indicate understanding)
- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing that is either on-demand or scaffolded and scored using the Grades K–2 opinion, informative, and narrative writing rubrics)
- Scaffolded writing (involving planning, drafting, and revision)
- **Checklists:** Each module contains assessment checklists to be used by the teacher to informally track students' ongoing progress toward targeted standards. Opportunities to use these checklists are explicitly noted in module lessons.
- **Standards:** For each module, the standards assessed are indicated with either an X or a check mark. An X indicates standards that are assessed on unit-level assessments. A check mark indicates standards that are assessed in an ongoing manner with module checklists.

Notes:

- The Labs block is not shown on the curriculum map because it does not include formal assessments; however, each Lab provides additional opportunities for informal assessment of targeted literacy standards, and therefore is a critical component of this comprehensive curriculum. Checklists for those targeted standards are provided in the Labs materials for each module. As stated above, the Labs for a given module are on the same topic as the module lessons and work in conjunction with those lessons.
- Consider spending significant time orienting to this document before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Building Literacy in a Collaborative Classroom	Learning through Science and Story	Researching to Build Knowledge and Teach Others	Contributing to the Community
Title	Schools and Community	Fossils Tell of Earth's Changes	The Secret World of Pollination	Providing for Pollinators
Description	<p>In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin by exploring the module-guiding question—"What is school, and why are schools important?"—through a variety of literary and nonfiction texts about schools. Students then build on this understanding by learning about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. This leads students to consider the similarities and differences between their own school and some of the schools they have read about. They use their learning to produce an informational book detailing these similarities and differences, and what makes school important overall in a short book titled "The Most Important Thing about Schools."</p>	<p>In this module, students build their literacy and science skills as they engage in a study of fossils. Students begin the module by exploring the guiding question: "What do paleontologists do?" Students learn about Mary Anning, a famous fossil hunter. Students are introduced to the skill of answering selected response questions in this module and are taught how to read and answer questions in this format. Students then build knowledge about fossils and how they are formed in order to learn more deeply about how fossils show evidence of the changes that have occurred on earth over time. Finally, they take on the role of author as they create an illustrated narrative about a paleontologist discovering a fossil.</p>	<p>In this module, students build their research skills and science knowledge through a study of plants and pollinators. They discover this "the secret world" of plants and pollinators by first building their knowledge of plants, their needs, and their life cycle through reading, observing, conducting experiments, and discussing their findings. Students then move on to research the role of insect pollinators in helping plants grow and survive. Their research skills are built through both whole group and supported small group research on insect pollinators. They use their research notes to write an informative piece about a specific insect pollinator and its role in the pollination process. Finally, they extend and apply their understanding of pollination and pollinators through the preparation of a poster and an oral presentation of their learning about the "secret world of plants and pollinators."</p> <p>*Note: Module 3 lays the foundation for the work in Module 4: In Module 3, students build deep knowledge about the scientific topic of living things, and pollinators, specifically. In Module 4, they then apply this knowledge to make a meaningful contribution to their community.</p>	<p>In this module, students build on their scientific knowledge of pollinators from Module 3, to consider how they can contribute to the protection these important creatures in their own community. Students begin by exploring what it means to contribute to a community by reading folktales and fables featuring fictional pollinator characters. They analyze how these characters overcome challenges and contribute to a better world. They then move on to study the dangers facing two real pollinators: bats and butterflies. Using informational texts, students hone their research skills as they learn to form an opinion based on evidence in a text. Students then write an opinion piece about why people should protect butterflies. Finally, students contribute to the protection of butterflies in their own community by creating a wildflower seed packet with original artwork and writing. The seed packet includes a high-quality scientific drawing, a polished written piece that explains the reasons butterflies should be protected, and a call to action for protecting butterflies through planting native wild flowers. Students present their performance task, along with a reflection on their work and learning, in a culminating celebration.</p>

	Module 1	Module 2	Module 3	Module 4
Texts ¹	<ul style="list-style-type: none"> • <i>Off to Class: Incredible and Unusual Schools around the World</i>, Susan Hughes (RI, 950; six per classroom) • <i>The Dot</i>, Peter H. Reynolds (RL, AD500; six per classroom) • <i>The Important Book</i>, Margaret Wise Brown (P, AD580L; one per classroom) • <i>The Invisible Boy</i>, Trudy Ludwig (RL, AD680; six per classroom) • “The Magic Bow.” 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • “What Does School Mean to You?” 2016. Written by EL Education for instructional purposes. (RL, six per classroom; included in the module materials) • “Readers Theater Script: Boat School.” 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials) • “Readers Theater Script: Rainforest School.” 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials) • “Readers Theater Script: Tent School.” 2016. Written by EL Education for instructional purposes. (RL, ten per classroom; included in the module materials) 	<ul style="list-style-type: none"> • <i>Curious about Fossils</i>, Kate Waters (RI, NC780; one per classroom) • <i>Fossils</i>, Ann O. Squire (RI, 1010, six per classroom) • <i>Fossils Tell of Long Ago</i>, Alikei (RI, 480, one per classroom) • <i>Paleontology: The Study of Prehistoric Life</i>, Susan Heinrichs Gray (RI, 860, one per classroom) • <i>Stone Girl, Bone Girl</i>, Laurence Anholt (RL, 520, six per classroom) • “The Maiasaura Dig: The Story of Dr. Holly Woodward Ballard,” 2018. Written by EL Education for instructional purposes (RI, 890, one per student) • <i>The Dog That Dug for Dinosaurs</i>, Shirley Raye Redmond (RL, 620, one per student) • “Digging Up the Past.” 2016. Written by EL Education for instructional practices. (RI; included in the module materials) • “Fossils and the Earth Long Ago.” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials) • “Other Types of Fossils.” 2016. Written by EL Education for instructional purposes. (RI; included in the module materials) 	<ul style="list-style-type: none"> • <i>From Seed to Plant</i>, Gail Gibbons (RI, 660; one per pair) • <i>Plant Secrets</i>, Emily Goodman (RI, AD720; one per classroom) • <i>Seed to Plant</i>, Kristin Baird Rattini (RI, 400, one per student) • <i>What Is Pollination?</i>, Bobbie Kalman (RI, IG830; one per pair) • “Forever Grateful, Flies and Wasps!” 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • “Merci Beaucoup, Bees!” 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • “¡Muchas Gracias, Butterflies and Moths!” 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • “Thanks a Bunch, Beetles!” 2016. Written by EL Education for instructional purposes. (RL, one per student; included in the module materials) 	<ul style="list-style-type: none"> • <i>A Place for Bats</i>, Melissa Stewart (RI, 920; one per pair) • <i>A Place for Butterflies</i>, Melissa Stewart (RI, 980; one per student) • <i>A Lizard and the Sun</i>, Alma Flor Ada (RL, AD580; one per classroom) • <i>Hey, Little Ant</i>, Hannah & Philip Hoose (RL, NP; six per classroom) • <i>The Ant and the Grasshopper</i>, Diane Marwood (RL, 560, one per student) • <i>The Little Hummingbird</i>, Michael Yagulanaas (RL, AD550; one per classroom) • “Bunnyyar! the Flies and Wurrunnannah The Bees.” 2017. Adapted and written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • “Bats’ Roosts in Danger!” 2017. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials) • “Help Protect Butterflies.” 2017. Written by EL Education for instructional purposes. (RI, one per student; included in the module materials) • “The Ants and the Grasshopper.” 2017. Adapted and written by EL Education for instructional purposes. (RL, one per student; included in the module materials) • “The Bear and the Bee” 2016. Written by EL Education for instructional purposes. (RL, one per classroom; included in the module materials)
Lexile®	In Modules 1 and 2, students consistently hear complex texts read aloud—typically two or three grade levels above their independent reading level—to practice building higher-level comprehension skills. In Modules 3 and 4, students continue to hear complex text read aloud, while also reading complex text (within their grade band’s Lexile range of 420L–820L) with greater independence ³ . Note that this shift is reflected in Lexile levels seen above.			

¹ Texts for purchase are listed in alphabetical order and followed by texts written and provided by EL Education in the module materials.

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

	Module 1	Module 2	Module 3	Module 4
Performance Task	Product: “The Most Important Thing about Schools” Format: Informational book CCSS: W.2.2, W.2.5, L.2.2	Product: Illustrated Narrative about Discovering a Fossil Format: Illustrated Narrative CCSS: W.2.3, W.2.5, L.2.1d, L.2.2, SL.2.5	Product: The Secret World of Plants and Pollinators Format: Poster and oral presentation CCSS: W.2.5, W.2.7, SL.2.4	Product: Wildflower Seed Packet Format: Opinion writing and drawing CCSS: W.2.1, W.2.2, W.2.5, W.2.6

Unit-Level Assessments

	Module 1	Module 2	Module 3	Module 4
Unit 1	Title: Writing in Response to <i>The Invisible Boy</i> Format: Short constructed response CCSS: RL.2.1, RL.2.3, RL.2.7	Title: Answering Questions about a Literary Text Format: Selected response and short constructed response CCSS: RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, SL.2.2	Title: Using Strategies to Read Informational Text Format: Selected response and short constructed response CCSS: RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, L.2.4e.	Title: Reading, Comparing and Contrasting, and Creating a Videobook of Stories Format: selected response, short constructed response and videobook CCSS: RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.2.9, SL.2.2, SL.2.5
Unit 2	Title: Reading and Writing about Schools around the World Format: Close read-aloud with short constructed response and extended response CCSS: RI.2.1, W.2.2	Title: Answering Questions about an Informational Text Format: Selected response and short constructed response CCSS: RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, W.2.8, L.2.4a, L.2.4c	Title: Drafting a New Informational Paragraph, Part I and Part II Format: Scaffolded writing CCSS: W.2.2, W.2.7, W.2.8	Title: Reading and Writing Opinions Format: Selected response, short constructed response, and scaffolded writing CCSS: RI.2.1, RI.2.2, RI.2.8, RI.2.9, W.2.1
Unit 3	Title: Responding to Text through Speaking and Listening Format: Small group collaborative conversation (discussion protocol) CCSS: SL.2.1b, SL.2.c	Title: Writing a Narrative about Discovering a Fossil Format: Scaffolded writing CCSS: W.2.3, W.2.5, L.2.1d, L.2.2	Title: Oral Presentations Format: Speaking and listening CCSS: SL.2.4	Title: Presentation and Reflection on Habits of Character, Work, and Learning Format: Oral presentation CCSS: SL.2.1a, SL.2.1b, SL.2.6

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum, any specific CCSS marked with an “X” indicates that standard is assessed in a unit-level assessment in a given module. In addition, any standard marked with a check mark indicates that a standard is assessed in an ongoing manner with a checklist throughout a module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context because they happen over a span of time (e.g., R.10, W.10, L.6). In the curriculum map on the following pages, these standards are noted as “integrated throughout.”
- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple

modules. Therefore, in the curriculum map on the following pages, the “parent” standard is marked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are marked.

Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
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.	X	X		X
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		X		X
RL.2.3 Describe how characters in a story respond to major events and challenges.	X	X		X
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.				✓
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		X		
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.				X
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.	X	X		
RL.2.8 (RL.2.8 not applicable to literature)	N/A			
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.				X
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.	Integrated throughout.			

Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
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.	X	X	X	X
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		X	X	X

	Module 1	Module 2	Module 3	Module 4
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			X	✓
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		X	X	✓
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.		X	X	
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		X	X	
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			X	
RI.2.8 Describe how reasons support specific points the author makes in a text.				X
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.				X
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.	Integrated throughout.			

Reading Standards: Foundational Skills

Note: These standards are assessed in the K–2 Reading Foundations Skills Block Curriculum (see Grade Level Scope and Sequence documents).

Writing Standards

	Module 1	Module 2	Module 3	Module 4
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.				X
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.	X		X	
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.		X		

Schools and Community

	Module 1	Module 2	Module 3	Module 4
W.2.4 (begins in grade 3)	N/A			
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	✓	X	✓	✓
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.				✓
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).			X	✓
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		X	X	✓
W.2.9 (begins in grade 4)	N/A			
W.2.10 (begins in grade 3)	N/A			

Speaking and Listening Standards

	Module 1	Module 2	Module 3	Module 4
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.	✓	✓	✓	
SL.2.1a 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).	✓	✓	✓	X
SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	X	✓	✓	X
SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	X	✓	✓	
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		X	✓	X
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.			✓	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			X	
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.		✓		X

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.)

✓

✗

Language Standards

Note: Some Language Standards are assessed in the module lessons, some in the K–2 Reading Foundations Skills Block, and some in both. The chart on the following pages shows those that are assessed specifically in the module lessons. (Refer to the Grade Level Scope and Sequence for those assessed in the K–2 Reading Foundations Skills Block.)

	Module 1	Module 2	Module 3	Module 4
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.2.1a Use collective nouns (e.g., group).		✓		
L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).				✓
L.2.1c Use reflexive pronouns (e.g., myself, ourselves).				✓
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		✗		
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.			✓	
L.2.1f 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).			✓	
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.2.2a Capitalize holidays, product names, and geographic names.	✓	✓	✓	✓
L.2.2b Use commas in greetings and closings of letters.				✓
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	This standard is practiced in the module lessons but explicitly taught and assessed in the Reading Foundations Skills Block (see Grade Level Scope and Sequence).			
L.2.2d Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).	This standard is practiced in the module lessons but explicitly taught and assessed in the Reading Foundations Skills Block (see Grade Level Scope and Sequence).			
L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		✓	✓	✓
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.2.3a Compare formal and informal uses of English.				✓

Schools and Community

	Module 1	Module 2	Module 3	Module 4
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.				
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.		X		
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).				✓
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		X		
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).			✓	
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			✓	
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.				✓
L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).				✓
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).				✓
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Integrated throughout.			