

Language Arts Grade 2 - Lesson Index

Reading Foundational Skills

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Short and Long Vowels	RF.2.3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.	32	3	1-2
2	Short and Long Vowels		34	4	
3	Short and Long Vowels		36	5	
4	Short and Long Vowels		38	6	
A1	Assessment – Short and Long Vowels		40	7	
5	Vowel Teams	RF.2.3b: Know spelling-sound correspondences for additional common vowel teams.	42	9	1-2
6	Vowel Teams		44	10	
7	Decoding Two-Syllable Long Vowel Words	RF.2.3c: Decode regularly spelled two-syllable words with long vowels.	46	11	
8	Decoding Two-Syllable Long Vowel Words		48	12	
A2	Assessment – Common Vowel Teams / Decoding Two-Syllable Words	RF.2.3b, RF.2.3c	50	13	
9	Decoding Words with Prefixes	RF.2.3d: Decode words with common prefixes and suffixes.	52	15	1-2
10	Decoding Words with Suffixes		54	16	
11	Prefixes and Suffixes	RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences.	56	17	
12	Prefixes and Suffixes		58	18	
A3	Assessment –Prefixes and Suffixes	RF.2.3d, RF.2.3e	60	19	
13	Spelling – Sound Correspondence	RF.2.3e: Identify words with inconsistent but common spelling-sound correspondences.	62	21	1-2
14	Spelling – Sound Correspondence		64	22	
15	Spelling – Irregularly Spelled Words	RF.2.3f: Recognize and read grade-appropriate irregularly spelled words.	66	23	
16	Spelling – Irregularly Spelled Words		68	24	
A4	Assessment – Inconsistent and Irregular Words	RF.2.3e, RF.2.3f	70	25	
Reading Foundational Skills Performance Lesson – Decode It!			72	27	3

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Spelling

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Consonant Blends with Short Vowels	L.2.2d: Generalize learned spelling patterns when writing words.	78	28	1-2
2	Consonant Blends with Short Vowels		80	29	
3	Consonant Blends with Long Vowels		82	30	
4	Consonant Blends with Short and Long Vowels		84	31	
A1	Assessment – Consonant Blends with Short and Long Vowels		86	32	
5	R-Controlled Vowel Sounds /ar/ and /or/	L.2.2d	88	33	1-2
6	R-Controlled Vowel Sounds /ar/		90	34	
7	Vowel Teams au – aw Words		92	35	
8	Vowel Teams ow – ou Words		94	36	
A2	Assessment – Vowel Teams and R-Controlled Vowel Teams		96	37	
9	Spelling Patterns oy/oi	L.2.2d	98	39	1-2
10	Spelling Patterns oy/oi		100	40	
11	Spelling Patterns – -ge/-dge		102	41	
12	Spelling Patterns – -ge/-dge		104	42	
A3	Assessment - Spelling Patterns (oy/oi and -ge/-dge)		106	43	
Spelling Performance Lesson – Spelling Words			108	45-47	3

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Punctuation

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Commas in Greetings and Closing of Letters	L.2.2b: Use commas in greetings and closings of letters.	116	48	1-2
2	Commas in Greetings and Closing of Letters		118	49	
3	Apostrophes in Contractions	L.2.2c: Use an apostrophe to form contractions and frequently occurring possessives.	120	50	
4	Apostrophes with Possessives		122	51	
A1	Assessment – Commas and Apostrophes	L.2.2b, L.2.2c	124	52	

Capitalization

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Capitalizing Holidays	L.2.2a: Capitalize holidays, product names, and geographic names.	130	53	1-2
2	Capitalizing Holidays		132	54	
3	Capitalize Product Brand Names		134	55	
4	Capitalize Product Names		136	56	
A1	Assessment – Capitalizing Holidays and Product/Brand Names		138	57	
5	Capitalizing Geographic Names	L.2.2a	140	59	1-2
6	Capitalizing Geographic Names		142	60	
7	Capitalize Holidays, Product Names, and Places		144	61	
8	Capitalize Holidays, Product Names, and Places		146	62	
A2	Assessment – Capitalize Holidays, Product Names, and Places		148	63	
Capitalization Performance Lesson – Capitalization and Punctuation			150	65	3

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Integrated Project 1: *How English Works*

Overview: Students create a board game using what they've learned about vowel and consonant sounds, spelling rules, punctuation and capitalization. The game includes questions related to the rules and skills they've been learning.

Product: Students work in groups to create the board game

Integrates the following standards:
Reading Foundational Skills, Speaking,
Punctuation, Capitalization

Student Edition Pages: 66-71

Teacher Edition Pages: 153-164

DOK Level 4

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Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Multiple Meaning Words	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.	172	72	1-2
2	Multiple Meaning Words		174	73	
3	Multiple Meaning Words		176	74	
4	Multiple Meaning Words		178	75	
A1	Assessment – Multiple Meaning Words		180	76	
5	Sentence Level Context	L.2.4a: Use sentence-level context as a clue to the meaning of a word or phrase.	182	77	1-2
6	Sentence Level Context		184	78	
7	Sentence Level Context		186	79	
8	Sentence Level Context		188	80	
A2	Assessment – Sentence Level Context		190	81	
9	Prefixes	L.2.4b: 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>).	192	83	1-2
10	Prefixes		194	84	
11	Root Words	L.2.4c: 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>).	196	85	
12	Root Words		198	86	
A3	Assessment – Prefixes and Root Words	L.2.4b, L.2.4c	200	87	
13	Compound Words	L.2.4d: 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>).	202	89	1-2
14	Compound Words		204	90	
15	Compound Words		206	91	
16	Compound Words		208	92	
A4	Assessment – Compound Words		210	93	
Vocabulary Acquisition and Use Performance Lesson 1 – Words We Know			212	95-97	3

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Vocabulary Acquisition and Use

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Word Relationships	L.2.5a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	218	98	1-2
18	Word Relationships		220	99	
19	Word Relationships		222	100	
20	Word Relationships		224	101	
A5	Assessment – Word Relationships		226	102	
21	Shades of Meaning	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).	228	103	1-2
22	Shades of Meaning		230	104	
23	Shades of Meaning		232	105	
24	Shades of Meaning		234	106	
A6	Assessment – Shades of Meaning		236	107	
Vocabulary Acquisition and Use Performance Lesson 2 – Meaningful Connections			238	109-111	3

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Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Central Message and Key Details	RL.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.	246	112	1-2
2	Central Message and Key Details	RL.2.1, RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	248	113	
3	Central Message and Key Details		250	114	
4	Central Message and Key Details		252	115	
A1	Assessment – Central Message and Key Details		254	116	
5	Character Response and Key Details		RL.2.1, RL.2.3: Describe how characters in a story respond to major events and challenges.	256	117
6	Character Response and Key Details	258		118	
7	Character Response and Key Details	260		119	
8	Character Response and Key Details	262		120	
A2	Assessment – Character Response, and Key Details	264		121	
9	Story Structure and Key Details	RL.2.1, RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	266	123	1-2
10	Story Structure and Key Details		268	124	
11	Story Structure and Key Details		270	125	
12	Story Structure and Key Details		272	126	
A3	Assessment – Story Structure and Key Details		274	127	
Reading Literature Performance Lesson 1 – <i>What Is The Story All About?</i>			276	129-132	3
13	Point of View and Key Details	RL.2.1, 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.	282	133	1-2
14	Point of View and Key Details		284	134	
15	Point of View and Key Details		286	135	
16	Point of View and Key Details		288	136	

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Reading Literature

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
A4	Assessment – Point of View and Key Details		290	137	
17	Rhythm, Meaning, and Key Details	RL.2.1, 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.	292	139	1-2
18	Rhythm, Meaning, and Key Details		294	140	
19	Rhythm, Meaning, and Key Details		296	141	
20	Rhythm, Meaning, and Key Details		298	142	
A5	Assessment – Rhythm, Meaning, and Key Details		300	143	
Reading Literature Performance Lesson 2 – Can You Hear It?			302	145-147	3

Writing – Narrative

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Topic Sentence & Main Idea	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.	310	148	1-2
2	Characters & Setting		312	149	
3	Story Events		314	150	
4	Time Order Words		316	151	
A1	Assessment – Narrative Writing		318	152	
Writing – Narrative Performance Lesson – Story Writing			320	153-154	3

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Integrated Project 2: *Story Time*

Overview: Students use knowledge they've gained to rewrite *The Little Red Hen*. The new version includes other barnyard animals to do the work. Students will read stories in small groups.

Product: Students produce a new version of *The Little Red Hen* and give voice to the new characters when reading their story aloud.

Integrates the following standards:
Vocabulary Acquisition and Use,
Reading Literature, Narrative Writing

Student Edition Pages: 155-151

Teacher Edition Pages: 324-337

DOK Level 4

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Standards Plus® – Language Arts Grade 2 Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Collective Nouns	L.2.1a: Use collective nouns (e.g., <i>group</i>).	346	160	1-2
2	Collective Nouns		348	161	
3	Irregular Plural Nouns	L.2.1b: Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	350	162	
4	Irregular Plural Nouns		352	163	
A1	Assessment - Irregular Plural Nouns	L.2.1a, L.2.1b	354	164	
5	Reflexive Pronouns	L.2.1c: Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	356	165	1-2
6	Reflexive Pronouns		358	166	
7	Irregular Verbs	L.2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	360	167	
8	Irregular Verbs		362	168	
A2	Assessment – Reflexive Pronouns and Irregular Verbs	L.2.1c, L.2.1d	364	169	
9	Adjectives	L.2.1e: Use adjectives and adverbs, and choose between them depending on what is to be modified. (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	366	171	1-2
10	Adverbs		368	172	
11	Adjectives and Adverbs		370	173	
12	Adjectives and Adverbs		372	174	
A3	Assessment - Adjectives and Adverbs		374	175	
13	Simple Sentences	L.2.1f: Produce, expand, and rearrange complete simple and compound sentences	376	177	1-2
14	Simple Sentences		378	178	
15	Simple Sentences		380	179	
16	Simple Sentences		382	180	
A4	Assessment - Simple Sentences		384	181	

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Standards Plus® – Language Arts Grade 2 Grammar and Usage

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Compound Sentences	L.2.1f	386	183	1-2
18	Compound Sentences		388	184	
19	Compound Sentences		390	185	
20	Compound Sentences		392	186	
A5	Assessment - Compound Sentences		394	187	
Grammar and Usage Performance Lesson – Words and Sentences			396	189	3

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Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
1	Key Details	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.	404	190	1-2
2	Main Topic	RI.2.1, RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	406	191	
3	Main Topic		408	192	
4	Main Topic		410	193	
A1	Assessment – Main Topic and Key Details		412	194	
5	Connecting Ideas & Key Details		RI.2.1, RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	414	195
6	Connecting Ideas & Key Details	416		196	
7	Connecting Ideas & Key Details	418		197	
8	Connecting Ideas & Key Details	420		198	
A2	Assessment – Connecting Ideas & Key Details	422		199	
9	Key Details and Word Meaning	RI.2.1, RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	424	201	1-2
10	Key Details and Word Meaning		426	202	
11	Key Details and Word Meaning		428	203	
12	Key Details and Word Meaning		430	204	
A3	Assessment – Key Details and Word Meaning		432	205	
Reading Informational Text Performance Lesson 1 – What’s the Text About?			434	207-210	3
13	Text Features	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.	440	211	1-2
14	Text Features		442	212	
15	Text Features		444	213	
16	Text Features		446	214	
A4	Assessment – Text Features		448	215	

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Reading Informational Text

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
17	Main Purpose & Key Details	RI.2.1, RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	450	217	1-2
18	Main Purpose & Key Details		452	218	
19	Supporting Reasons	RI.2.8: Describe how reasons support specific points the author makes in a text.	454	219	
20	Supporting Reasons		456	220	
A5	Assessment – Main Purpose, Supporting Reasons, and Key Details	RI.2.1, RI.2.6, RI.2.8	458	221	
Reading Informational Text Performance Lesson 2 – <i>Finding Facts and Purpose</i>			460	223-228	3

Writing

Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
5	Writing Topic Sentences	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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	472	229	1-2
6	Finding Support & Reasons		474	230	
7	Linking Words		476	231	
8	Writing Conclusions		478	232	
A2	Assessment – Opinion Writing		480	233	
Writing Performance Lesson 1 – <i>What’s Your Opinion?</i>			482	235-236	3
9	Writing Topic Sentences	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.	486	237	1-2
10	Evaluating & Identifying Points		488	238	
11	Using Definitions to Develop Points		490	239	
12	Writing Concluding Statements		492	240	
A3	Assessment – Informative/Explanatory Writing		494	241	
Writing Performance Lesson 2 – <i>Tell Me About It (W.2.2)</i>			496	245-247	3

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Integrated Project 3: *Information, Please!*

Overview: Students write a paragraph describing the school using what they've learned about grammar, information text and writing an opinion, and writing to inform or explain something.

Product: Students write an informative/explanatory text telling about his/her school and creates a poster that tells why their school is the best.

Integrates the following standards:
Grammar and Usage, Reading Informational Text,
Opinion and Informative/Explanatory Writing

Student Edition Pages: 245-247

Teacher Edition Pages: 501-511

DOK Level 4