Hybrid/Remote Curriculum Alignment 2nd Grade 2020-2021

Second Grade Literature Standards

Embedded & Assessed Throughout The Year

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.

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.2.10 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.

Priority Standards	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	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.	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.
Supporting Standards	RL.2.3 Describe how characters in a story respond to major events and challenges. RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	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 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Second Grade Informational Standards

Embedded & Assessed Throughout The Year

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.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*

R.I 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.

Priority Standards	**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
Supporting Standards		**RI.2.8** Describe how reasons support specific points the author makes in a text. **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. **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **RI2.8** Describe how reasons support specific points the author makes in a text.	**RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **RI2.8** Describe how reasons support specific points the author makes in a text.

Trimester	Wk	ELA/SPA Standards	Success Criteria	Adelante
1	1. 2 3	<u>**RL.2.1**</u> Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. **RL.2.2** <mark>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</mark> SLA 1.C.1a Retell stories in proper sequence, identifying characters, main ideas and supporting details, outcomes, and draw conclusions. SLA 1.C.1i Compare language and literary works (e.g. myths, legends, folktales, and fables) that include customs, regions, and cultures. **RL.2.3** Describe how characters in a story respond to major events and challenges. <mark>**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</mark> **RL2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Students can ask and answer *who, what, where, when, why,* and *how* question by demonstrating understanding of key details in text. Students can recount stories, fables and folktales to determine the central message in the lesson in their own words. Students can describe how characters in a story respond to major events and challenges. Students can identify the overall structure of a story, describing the beginning and ending of the story. Students can identify illustrations that support a story. *we can add the second two steps to later units when we come back to RL2.7*	**Unit 2 Personajes Los personajes enfrentan retos (Characters)**

		SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). **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. SLA 1.C.1b Make comparisons across reading selections.	Students can compare and contrast two or more versions of the same story.	
	4 5 6	**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Students can identify characters in a story and describe how characters react to events and challenges.	**Unit 1 Gobierno y ciudadanía Las funciones del gobierno**

	6	**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Students can identify the overall structure of a story, describing the beginning and ending of the story.	**(Government and Citizenship)**
		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. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,).	Students can use various text features to locate key facts or information from a text.	
		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. SLA 1.C.1b Make comparisons across reading selections.	Students can compare and contrast two or more versions of the same story.	
		RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint.	Students can identify the most important points found in two texts and compare the two on the same topic.	

	7	**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.	**Unit 5 Technology and Society Solving Problems Through Technology**
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	9	**RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
		SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,).	
		RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Students can define the topic or main idea from the text and explain the focus (big idea) of each paragraph in a text.
		RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. SLA 1.C.1b Make comparisons across reading selections.	Students can identify the author's main purpose of the reading (e.g., to inform, to explain, to describe).
		SL2.1b (Common Core) SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint.	Students can identify the most important points found in two texts and compare the two on the same topic.

Unit Assessment

Priority Reading Standards: RL 2.2, 2.5, 2.6, 2.9   RI: 2.2, 2.3, 2.6, 2.9
Supporting Standards: RL.2.3, 2.4, 2.7   RI: 2.5, 2.7, 2.8

Trimester	Wk	ELA/SPA Standards	Success Criteria	Adelante/ Advance
2	10	**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.	● Students can describe how characters respond to major events and challenges. ● Use details in the story to support my ideas about characters. ● Students can acknowledge differences in the point of view of characters. ● Students can speak in a different voice for each character when reading dialogue aloud.	**Unit 4 Many Characters, Many Points of View**
	11	**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
	12	RL.2.3 Describe how characters in a story respond to major events and challenges.		
		RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
		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.		
		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.		
		SLA 1.C.1i Compare language and literary works (e.g. myths, legends, folktales, and fables) that include customs, regions, and cultures.		

		SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1b Make comparisons across reading selections. SLA 1.C.1a Retell stories in proper sequence, identifying characters, main ideas and supporting details, outcomes, and draw conclusions.		
	13	**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. ==**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.== **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ==**RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.== **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.	I will be able to: ● Identify the elements found in a story. ● Explain and identify a problem in a story. ● Read an animal fantasy about different habitats. ● Identify and annotate important details in the story. ● Compare and contrast two texts.	**Unit 3 Plants and Animals**
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RI2.8 Describe how reasons support specific points the author makes in a text.

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.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

SLA 1.C.1i Compare language and literary works (e.g. myths, legends, folktales, and fables) that include customs, regions, and cultures.

SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint.

SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,).

SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint.

SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,).

SLA 1.C.1b Make comparisons across reading selections.

SLA 1.C.1a Retell stories in proper sequence, identifying characters, main ideas and supporting details, outcomes, and draw conclusions.

Trimester	Wk	ELA/SPA Standards	Success Criteria	Adelante/ Advance
2	13	**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.	I will be able to: ● Describe how events and ideas are connected in a text. ● Use illustrations to help me understand a text about the past. ● Find key details in illustrations that tell more about the text. I will be able to: ● Read an informational text about using primary sources to learn about the past. ● Use key details to determine the main topic. ● Use text evidence to make connections between texts about the past. ● Identify a series of events or ideas and describe the connections between them. ● Make connections between what happens and why it happens. I will be able to: ● Use illustrations to help me understand a text about the past.	**Unit 7 Investigating the Past**
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	15	**RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **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. **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **RI2.8** Describe how reasons support specific points the author makes in a text. **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. SLA 1.C.1i Compare language and literary works (e.g. myths, legends, folktales, and fables) that include customs, regions, and cultures. SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint.		

		SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1b Make comparisons across reading selections. SLA 1.C.1a Retell stories in proper sequence, identifying characters, main ideas and supporting details, outcomes, and draw conclusions.	• Use images to clarify an informational text about primary sources.	
	14 15 16 17	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. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RL.2.3 Describe how characters in a story respond to major events and challenges. 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.	I will be able to: •	

	RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ==RI2.8 Describe how reasons support specific points the author makes in a text.== **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. **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. SLA 1.C.1i Compare language and literary works (e.g. myths, legends, folktales, and fables) that include customs, regions, and cultures. SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1b Make comparisons across reading selections. SLA 1.C.1a Retell stories in proper sequence, identifying characters, main ideas and supporting details, outcomes, and draw conclusions.		**Unit 8** **Wind and Water** **Change Earth** *English

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Unit Assessment

Priority Reading Standards: RL 2.2, 2.5, 2.6, 2.9   RI: 2.2, 2.3, 2.6, 2.9

Trimester	Wk	ELA/SPA Standards	Success Criteria	Adelante / Advance
3	22	**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.		**Unit 6 Tales to Live By**
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	24	**RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
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		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.		
		RL2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
		SLA 1.C.1i Compare language and literary works (e.g. myths, legends, folktales, and fables) that include customs, regions, and cultures.		

		SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1b Make comparisons across reading selections. SLA 1.C.1a Retell stories in proper sequence, identifying characters, main ideas and supporting details, outcomes, and draw conclusions.		
	29 30 31 32	**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. **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. **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		

	RL.2.3 Describe how characters in a story respond to major events and challenges. **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. **RL2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **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. **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. SLA 1.C.1i Compare language and literary works (e.g. myths, legends, folktales, and fables) that include customs, regions, and cultures. SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint. SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1d Identify ways that an author uses word choice and style to convey the author's viewpoint.		**Unit 10** **Physical Science** **States of Matter**

		SLA 1.C.1e Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters,). SLA 1.C.1b Make comparisons across reading selections. SLA 1.C.1a Retell stories in proper sequence, identifying characters, main ideas and supporting details, outcomes, and draw conclusions.	
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Unit Assessment

Notes:

- Possibly condense 3 weeks to 2 weeks for units added in each trimester for appropriate pacing purposes.
- Maps & Geography done through the year
- Current Events done throughout the year

Benchmark Assessment

	Fall	**Winter**	**Spring**
iReady Reading	Yes	Yes	Yes
iReady Math	Yes	Yes	Yes
F&P (SPA/ENG)	Yes Level K/L (SPA)	Yes Level L/M (SPA) Level K (ENG)	Yes Level M/N (SPA) Level M/N (ENG)