Grade 2 Reading	Unit 1: Sharing Stories		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What connections do you make to reading from your own life? 2. Can you describe story elements including characters, setting, and plot?	**Core Content** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ **RD-EP-3.0.1 Students will explain a character's or speaker's actions based on a passage. DOK 3** ❑ RD-EP-3.0.2 Students will explain how a conflict in a passage is resolved. ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).	❑ Mood ❑ Figurative Language ❑ Making Connections ❑ Visualize ❑ Compare/Contrast ❑ Predicting ❑ Draw Conclusions ❑ Rhyme ❑ Characterization ❑ Setting ❑ Point of View ❑ Summarizing ❑ Monitor/Clarify ❑ Compound Words ❑ Plural ❑ Contraction	❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. DOK 2

Grade 2 Reading	Unit 1: Sharing Stories		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2**		

Grade 2 Reading	Unit 2: Kindness		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How do you use identifying problems and solutions to demonstrate understanding of conflict resolution?	**<u>Core Content</u>** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** ❑ **RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1** ❑ RD-EP-1.0.6 Students will formulate	❑ Plot ❑ Dialogue ❑ Setting ❑ Characterization ❑ Visualize ❑ Summarize ❑ Monitor/Clarify ❑ Sequence ❑ Point of View ❑ Inferencing ❑ Main Idea ❑ Details ❑ Cause/Effect ❑ Predicting ❑ Homophones ❑ Homograph	❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. DOK 2

Grade 2 Reading	Unit 2: Kindness		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ **RD-EP-3.0.1 Students will explain a character's or speaker's actions based on a passage. DOK 3** ❑ RD-EP-3.0.2 Students will explain how a conflict in a passage is resolved. ❑ **RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3** ❑ RD-EP-3.0.8 Students will identify informative or persuasive passages. ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.1 Students will evaluate what is read based on the author's word choice, content, or use of literary elements. ❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification).		

Grade 2 Reading	Unit 2: Kindness		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		

Grade 2 Reading	Unit 3: Look Again		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How do you use language and spelling patterns to demonstrate word recognition strategies? 2. Can you identify and explain the correct sequence of events in a story?	**Core Content** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** ❑ **RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or**	❑ Compound Words ❑ Compare ❑ Contrast ❑ Cause/Effect ❑ Inferencing ❑ Summarizing ❑ Fact/Opinion ❑ Classify/Categorize ❑ Main Idea ❑ Details ❑ Predicting ❑ Making Connections ❑ Point of View ❑ Setting ❑ Figurative Language	❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. DOK 2 ❑ RD-EP-1.0.2 Choose mitten patterns to match synonym, antonyms, or compound words. DOK 2 ❑ RD-EP-1.0.2 Write compound words on holly leaves and create a wreath. DOK 2 ❑ RD-EP-1.0.4 Identify prefixes or suffixes in decodable book and highlight. DOK 2 ❑ RD-EP- 1.0.5 Practice fluency assages recognizing punctuation and capitalization. DOK 1 ❑ RD-EP-1.0.6 Formulate questions through reading and responding activities. DOK 2 ❑ RD-EP-1.0.6 Formulate questions to apply to concept/question board. DOK 2 ❑ RD-EP-2.0.1 Distinguish between fiction and non-fiction texts by comparing characteristics of 2 or more

Grade 2 Reading	Unit 3: Look Again		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	problem/solution of a passage. DOK 3 ❑ **RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ **RD-EP-3.0.4 Students will Identify main ideas or details that support them. DOK 3** ❑ **RD-EP-3.0.5 Students will Identify fact or opinion from a passage. DOK 2** ❑ **RD-EP-3.0.6 Students will Identify information in a passage that is supported by fact. DOK 2** ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (similes and personification). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast)		stories. DOK 2 ❑ RD-EP-2.0.2 Complete story outline showing characters, plot, setting, problem/solution. DOK 2 ❑ RD-EP-2.0.3 Organize ideas and information from research materials to compose a transactive paper. DOK 3 ❑ RD-EP-2.0.4 Use knowledge of vocabulary terms to complete sentences. DOK 2 ❑ RD-EP-2.0.4 Identify vocabulary and its meaning through a matching game. DOK 2 ❑ RD-EP-2.0.5 Identify correct sequence by completing graphic organizer. DOK 1 ❑ RD-EP-2.0.7 Draw conclusions about what is read by responding to discussion prompts. DOK 2 ❑ RD-EP-3.0.3 Demonstrate knowledge of author's purpose by performing Reader's Theater. DOK 2 ❑ RD-EP-3.0.4 ❑ RD-EP-3.0.5 ❑ Rd-EP-3.0.6 Identify information in story by completing an open response. DOK 3 ❑ RD-EP-4.0.1 ❑ RD-EP-5.0.2 Write stories to make a class book of similes. DOK 2 ❑ RD-EP-5.0.3

Grade 2 Reading	Unit 3: Look Again		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	to understand the passage.		

Grade 2 Reading	Unit 4: Fossils		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What strategies can you use to identify main idea and details in a story? 2. How do you distinguish fact from opinion in a story?	**Core Content** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2**	❑ Compound ❑ Contraction ❑ Plural ❑ Summarize ❑ Sequence ❑ Monitor/Clarify ❑ Main Idea ❑ Details ❑ Classify ❑ Categorize ❑ Cause/Effect ❑ Predict ❑ Synonym ❑ Antonym ❑ Analogy	❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. DOK 2 ❑ RD-EP-1.0.2 Apply knowledge of compound words by playing snowball compound word game. DOK 2 ❑ RD-EP-1.0.2 Identify specific synonyms in a decodable book and highlight them. DOK 2 ❑ RD-EP-1.0.3 Demonstrate knowledge of multiple meaning words through word knowledge activities. DOK 2 ❑ RD-EP-1.0.4 Apply meaning of prefix or suffix to comprehend unfamiliar words. DOK 2 ❑ RD-EP-1.0.6 Formulate questions through reading and responding activities. DOK 2 ❑ RD-EP-1.0.6 Formulate questions to apply to concept/question board. DOK 2 ❑ RD-EP-2.0.1 Distinguish between fiction and non-fiction texts by comparing characteristics of 2 or more stories. DOK 2 ❑ RD-EP-2.0.2 Describe problem/solution on a graphic organizer. DOK 2 ❑ RD-EP-2.0.3 Create a poster-sized graphic organizer displaying facts a bout a specific dinosaur. DOK 2 ❑ RD-EP-2.0.4 Identify vocabulary; predict meaning, use context clues and glossary to understand terms. DOK 2 ❑ RD-EP-2.0.5 Identify sequence by putting story strips in order. Use transition words to summarize story. DOK 1

Grade 2 Reading	Unit 4: Fossils		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ **RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3** ❑ **RD-EP-3.0.5 Students will identify fact or opinion from a passage. DOK 2** ❑ **RD-EP-3.0.6 *Students will* identify information in a passage that is supported by fact. DOK 2** ❑ RD-EP-3.0.8 Students will identify informative or persuasive passages. ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes and personification). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		❑ RD-EP-2.0.5 Identify sequence of steps taken during fossil dig activity. DOK 1 ❑ RD-EP-3.0.3 Identify an author's purpose in a specific list of reading stories from this series. DOK 2 ❑ RD-EP-3.0.4 Identify main idea and details in selected passages. DOK 2 ❑ RD-EP-3.0.5 Construct a T chart to show fact and opinion from reading story. DOK 2 ❑ RD-EP-3.0.6 Recognize facts in a passage and respond through comprehension questions. DOK 2 ❑ RD-EP-3.0.8 Identify informative passages and summarize information. DOK 2 ❑ RD-EP-4.0.1 Compose an answer to an open response question connection story to own life. DOK 3 ❑ RD-EP-4.0.1 Discuss connection to real life issues and other texts through handing off procedure. DOK 3 ❑ RD-EP-5.0.2 Identify specific literary devices in poetry and create an original poem. DOK 2 ❑ RD-EP-5.0.3 Demonstrate knowledge of text features by answering questions about a specific text. DOK 2 ❑ RD-EP-5.0.4 Identify organizational pattern through discussion, questioning, and completing graphic organizers. DOK 2

Grade 2 Reading	Unit 5: Courage		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<u>Core Content</u>		

Grade 2 Reading	Unit 5: Courage		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How do you use a graphic organizer to make inferences or draw conclusions about a story? 2. How do you use cause and effect to better understand the events of a story?	❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** ❑ **RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ **RD-EP-3.0.4 Students will identify main**	❑ Compound Words ❑ Homophones ❑ Abbreviations ❑ Contraction ❑ Visualize ❑ Point of View ❑ Drawing Conclusions ❑ Cause and Effect ❑ Main Idea ❑ Details ❑ Sequence ❑ Inferencing ❑ Setting ❑ Dialogue ❑ Biography ❑ Characterization ❑ Antonym ❑ Synonym ❑ Suffix ❑ Prefix	❑ RD-EP-1.0.1 Students will demonstrate word recognition strategies through word knowledge activities at the beginning of each story. DOK 2 ❑ RD-EP-1.0.2 Apply knowledge of synonym/antonym by matching a word with a partner who has the matching word. DOK 2 ❑ RD-EP-1.0.2 Recognize synonyms/antonyms by completing word web graphic organizer. DOK 2 ❑ RD-EP-1.0.4 Practice suffixes with an 'Old Maid' card game. DOK 2 ❑ RD-EP-1.0.4 Apply suffixes to play a bingo word game. DOK 2 ❑ RD-EP-1.0.4 Apply prefixes and suffixes to comprehend vocabulary and spelling word meaning. DOK 2 ❑ RD-EP-1.0.4 List words to create a word ladder of a base word and all suffixes and prefixes. DOK 2 ❑ RD-EP-1.0.5 Practice fluency passages recognizing punctuation. DOK 1 ❑ RD-EP-1.0.6 Formulate questions through reading and responding activities. DOK 2 ❑ RD-EP-1.0.6 Formulate questions to apply to concept/question board. DOK 2 ❑ RD-EP-2.0.1 Use a comparison chart to compare 2 stories. DOK 2 ❑ RD-EP-2.0.2 Write a description of an assigned setting and illustrate description written by another students. DOK 2 ❑ RD-EP-2.0.3 Discuss ideas and information from each story through comprehension strategies. DOK 2 ❑ RD-EP-2.0.4 Practice vocabulary by matching term and definition in a concentration game. DOK 2 ❑ RD-EP-2.0.5 Construct a flipbook showing sequence of events. DOK 2 ❑ RD-EP-2.0.5 Order events on graphic organizer to show sequence. DOK 2 ❑ RD-EP-2.0.7 Make inferences or draw conclusions on

Grade 2 Reading	Unit 5: Courage		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
	ideas or details that support them. DOK 3 ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		DRTA graphic organizer. DOK 2 ❑ RD-EP-3.0.3 Identify author's purpose during group reading of each story. ❑ RD-EP-3.0.4 Demonstrate knowledge of main idea and details by highlighting sentences in a passage and completing graphic organizer. DOK 2 ❑ RD-EP-4.0.1 Discuss connection to student, real world issues, and other texts through handing off procedure. DOK 3 ❑ RD-EP-5.0.3 Recognize text features to answer questions about a passage. DOK 2 ❑ RD-EP-5.0.4 Choose correct cause-and-effect sentence fragments to make complete sentences. DOK 2

Grade 2 Reading	Unit 6: Our Country & Its People		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
1. In what ways can you show text-to-self, text-to-text, and text-to-real world connections? 2. How can you use making predictions to better understand the story?	**Core Content** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to** comprehend unfamiliar words. DOK 2	❑ Homophones ❑ Plot ❑ Character ❑ Sequence ❑ Illustration ❑ Cause/Effect ❑ Sequence ❑ Compound Words ❑ Summarizing ❑ Classify ❑ Dialogue ❑ Make Connections ❑ Monitor/Clarify ❑ Homograph ❑ Persuade ❑ Historical Fiction	❑ RD-EP-1.0.1 Demonstrate word recognition strategies through word knowledge activities at the beginning of each story. DOK 2

Grade 2 Reading	Unit 6: Our Country & Its People		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.3 Students will locate key ideas or information in a passage. DOK 1** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ **RD-EP-3.0.1 Students will explain a character's actions based on a passage. DOK 3** ❑ RD-EP-3.0.2 Students will explain how a conflict in a passage is resolved. ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ **RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3** ❑ **RD-EP-3.0.5 Students will identify fact or opinion from a passage. DOK 2** ❑ **RD-EP-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2** ❑ RD-EP-3.0.8 Students will identify informative or persuasive passages. ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short		

Grade 2 Reading	Unit 6: Our Country & Its People		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	story, song, film, website, etc.). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		