Grade 2 Curriculum Map

Knowledge 1: Fortunes and Feats: Fairy Tales and Tall Tales

Unit Summary

In this domain, students are introduced to four diverse fairy tales: "The Fisherman and His Wife," "The Emperor's New Clothes," "Beauty and the Beast," and "The Magic Pitcher." While reading these stories, students consider characteristic elements of fairy tales and the problems characters face, as well as the lessons each story conveys.

Students then turn to the American frontier and delve into tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. In doing so, they learn about the characteristics of tall tales, such as the use of exaggeration and larger-than-life characters.

Writing Focus

Students generate different types of sentences and practice identifying and combining fragments to create more interesting, detailed sentences. Students also craft a friendly letter to a character from one of the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *Fortunes and Feats: Fairy Tales and Tall Tales* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Overall Learning Outcomes

- Demonstrate understanding of the fairy tale and tall tale genres, including the concept of exaggeration
- Identify a purpose for listening
- Identify regular and irregular plural nouns
- Compare and contrast two tall tales using a Venn diagram
- Compare and contrast two characters using a Venn diagram
- Practice narrative writing by rewriting a classic tale
- Write a friendly letter
- Domain Assessment

Big Ideas

- Fairy tales and tall tales are an important part of literature that can help us understand other types of writing.
- Fairy tales can deepen our knowledge of the world and other cultures, as well as help us learn story grammar.
- Tall tales can teach us a lot about the American frontier and the types of occupations people had there.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RL.2.7 RL.2.9	W.2.1 W.2.8	SL.2.1 SL.2.1a SL.2.2 SL.2.3 SL.2.4	L.2.1f L.2.2b L.2.3a L.2.5 L.2.5a	RL.2.1 RL.2.2 RL.2.3 RL.2.9	W.2.3		L.2.2b

Grade 2 Curriculum Map

Knowledge 2: The Birthplace of Democracy: Ancient Greece

Unit Summary

Students explore the civilization of ancient Greece and see the ways in which parts of that world are present in our world—in language, government, art, architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, the emergence of democracy, gods and goddesses of ancient Greece. and the philosophers Socrates, Plato, and Aristotle. Students continue to develop their writing skills as they create compound sentences using conjunctions.

Writing Focus

In this domain, students practice collecting and synthesizing information about ancient Greece to understand its different characteristics. They work independently to write a short opinion paragraph about whether they would prefer life in Athens or Sparta, and they use the writing process to craft an opinion piece about the most interesting element of Greek civilization. Additionally, students generate interrogative and cause and effect sentences using words and phrases from the Read-Alouds.

Unit Length:
16 Days

Anchor Text: *The Birthplace of Democracy: Ancient Greece* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1050L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Make predictions about what will happen in a text
- Draft a short opinion paragraph
- Compare and contrast the way of life in two Greek city-states
- Determine the importance of various leaders and events in ancient Greece
- Write an opinion piece
- Domain Assessment

Big Ideas

- Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own government and those of others.
- Great philosophers like Socrates, Plato, and Aristotle; stories about the gods and goddesses of ancient Greece; and the Olympic Games continue to impact us today.
- Significant battles, such as the battles of Marathon and Thermopylae, as well as the conquests of Alexander the Great contributed to the importance of ancient Greece.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.6 RL.2.7 RL.2.10 RI.2.1 RI.2.5	W.2.1 W.2.5 W.2.7 W.2.8	SL.2.2 SL.2.4 SL.2.6	L.2.1 L.2.1f L.2.3 L.2.4b L.2.5a L.2.5b L.2.6	RL.2.1	W.2.1 W.2.5 W.2.7 W.2.8	SL.2.2 SL.2.4	

Grade 2 Curriculum Map

Knowledge 3: Legends and Heroes: Greek Myths

Unit Summary

Building on the *Birthplace of Democracy: Ancient Greece* domain, students explore several well-known Greek myths and mythical characters. Characters include Prometheus, Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students examine story elements in myths and learn about common characteristics in these compelling stories. They also practice sequencing story events and use information from the text to make predictions about the events in a Greek myth.

Writing Focus

Following the writing process from planning to presentation, students write a brief summary and independently craft a narrative retelling of a Greek myth. Additionally, students generate interrogative sentences, convert questions into statements, identify parts of speech in scrambled sentences, and use conjunctions to expand their writing.

Unit Length:
16 Days

Anchor Text: *Legends and Heroes: Greek Myths* (Read-Aloud)
Text Type: Literary
Lexile: 920L

Overall Learning Outcomes

- Identify Greek myths as a type of fiction
- Identify common characteristics of Greek myths
- Demonstrate understanding of key vocabulary
- Sequence story events and make predictions
- Plan, draft, revise, edit, publish, and present a fictional narrative
- Collect and synthesize information using graphic organizers
- Domain Assessment

Big Ideas

- Ancient Greeks worshiped many gods and goddesses, which influenced and shaped their culture.
- Greek myths are fictional stories that some people long ago thought were true. They were created in an attempt to explain the mysteries of nature and humankind.
- References to Greek mythology are still culturally relevant today, and exposure to Greek myths gives students a frame of reference with which to understand literary allusions and the meanings of common words and phrases.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL.2.9	W.2.3 W.2.5 W.2.6 W.2.8	SL.2.2 SL.2.4	L.2.1e L.2.4 L.2.5 L.2.5a	RL.2.2 RL.2.3 RL.2.6	W.2.3 W.2.5 W.2.6 W.2.8	SL.2.4	

Grade 2 Curriculum Map

Knowledge 4: Our Planet: Cycles in Nature

Unit Summary

Through this introduction to the natural cycles that make life on Earth possible, students will learn how the seasonal, plant, animal, and water cycles are connected and interdependent. Nature poems by Emily Dickinson and Robert Louis Stevenson provide a literary perspective on these topics. Students will use domain-specific vocabulary to sequence and summarize their knowledge about the life cycles of plants, animals, and insects. In grammar, students will learn and practice reflexive pronouns as well as complete a syntactic awareness activity to strengthen their understanding of adverbs.

Writing Focus

Students participate in a shared research project in which they record observations of scientific phenomena. During this project, they practice collecting and synthesizing information using note-taking tools like charts and graphic organizers. Students summarize their knowledge about natural cycles, and they independently write, edit, and revise an informative paragraph about the life cycle of a frog. Students also review what they have learned about sentence types, and they work to revise and expand sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *Our Planet: Cycles in Nature* (Read-Aloud)
Text Type: Informational
Lexile: 940L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Collect and synthesize information using note-taking tools
- Participate in a shared research project by recording observations of scientific phenomena
- Write an informative paragraph using facts gathered about the life cycle of a frog
- Domain Assessment

Big Ideas

- Nature has many natural cycles that make life on Earth possible.
- Seasonal cycles, flowering plant cycles, animal life cycles, and the water cycle are several examples of natural cycles.
- Plant and animal growth and development relate to Earth's seasonal cycles.
- Natural cycles are interconnected, and a change in one cycle often affects many other cycles.
- All living organisms depend on Earth's limited water supply.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.4 RI.2.1 RI.2.3 RI.2.6 RI.2.7	W.2.2 W.2.3 W.2.5 W.2.8	SL.2.1 SL.2.2 SL.2.4 SL.2.5	L.2.1c L.2.3a L.2.4b L.2.4c L.2.4d L.2.5 L.2.5a L.2.5b	RI.2.3 RI.2.6	W.2.2 W.2.3 W.2.5		L.2.4d

Grade 2 Curriculum Map

Knowledge 5: Butterflies, Bees, and Beetles: Insects

Unit Summary

In this domain, students learn about the characteristics of insects—the largest group of animals on Earth. They explore insect life cycles, social insects (such as bees and ants), and insects that glow and/or sing (such as fireflies, grasshoppers, and katydids). They also consider helpful and harmful aspects of insects.

Students advance their grammatical knowledge by learning about and practicing the use of collective nouns. In addition, they develop their writing and argumentation skills in preparation for crafting an opinion piece.

Writing Focus

Students develop opinion pieces about which insect would make the best neighbor. They research, collect, synthesize, and record information about insects. Students also generate declarative, imperative, interrogative and exclamatory sentences, and combine sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *Butterflies, Bees, and Beetles: Insects* (Read-Aloud)
Text Type: Informational
Lexile: 940L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Plan, draft, revise, and publish an opinion piece
- Deepen comprehension of and cite evidence from a text
- Domain Assessment

Big Ideas

- Insects are the largest group of animals on Earth.
- Insects have identifiable characteristics and life cycles, and they are categorized as either solitary or social.
- Humans and insects can be both helpful and harmful to each other.
- Insects are important to the process of pollination, as well as the production of honey, some cosmetics, and even medicines.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.2 RI.2.3	W.2.1 W.2.5 W.2.6 W.2.7 W.2.8	SL.2.1 SL.2.2 SL.2.4	L.2.1a L.2.4c L.2.5 L.2.5a		W.2.1 W.2.6 W.2.7 W.2.8	SL.2.1	L.2.1a

Grade 2 Curriculum Map

Knowledge 6: A House Divided: The American Civil War

Unit Summary

In this domain, students explore a critical period in American history—the Civil War—laying the foundation for more in-depth study in later grades. They learn about conflicts over slavery and also become familiar with historical figures such as Clara Barton, Joseph De Castro, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, and Harriet Tubman.

Writing Focus

Students write entries about important events that occurred during this time period into a Civil War record book and use facts to complete an informative paragraph. They also generate declarative, interrogative, exclamatory, and imperative sentences, and they practice ordering information in sentences to effectively convey a clear thought.

Unit Length:
16 Days

Anchor Text: *A House Divided: The American Civil War* (Read-Aloud)
Text Type: Informational
Lexile: 1060L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Describe the life and contributions of Harriet Tubman
- Understand the purpose of the Underground Railroad
- Describe the adult life of Abraham Lincoln and understand the importance of his role in the Civil War
- Explain that the Union's victory reunited the North and South as one country and ended slavery
- Identify and record relevant information in a Civil War timeline and Civil War record book
- Deepen comprehension by citing evidence from a text
- Edit, revise, and publish an informative paragraph
- Domain Assessment

Big Ideas

- Conflicts over slavery eventually led to the American Civil War.
- People were taken from Africa against their will and forced into slavery in the United States; the Union victory in the American Civil War led to the end of slavery in this country.
- Important women and men from the time period of the American Civil War include Clara Barton, Joseph De Castro, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln, and Harriet Tubman.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.3 RI.2.7 RI.2.8 RI.2.9	W.2.2 W.2.5 W.2.6	SL.2.1 SL.2.1c SL.2.2 SL.2.3 SL.2.4	L.2.2e L.2.3 L.2.3a L.2.4c L.2.5 L.2.5a	RI.2.8 RI.2.9	W.2.2 W.2.5 W.2.6		

Grade 2 Curriculum Map

Knowledge 7: Sounds and Stanzas: Poetry

Unit Summary

This domain introduces students to the world of poetry, building on their initial exposure to sound and rhythm in earlier grades and exploring poetic elements and interpretations. Lesson-level activities allow students to engage with poetry by imitating strategies used by poets, analyzing literary choices, and practicing foundational skills through rhyming and alliteration. Ultimately, students use what they have learned to write their own poems.

The domain features a variety of poems, ranging from familiar works—like Gelett Burgess's "The Purple Cow" and Shel Silverstein's "Openin' Night"—to less familiar pieces by contemporary poets, such as Naomi Shihab Nye and Nikki Giovanni. Despite the diversity in authorship, the poems are united by their use of poetry elements and engagement with sound and rhythm.

Writing Focus

Throughout this domain, students emulate the tactics employed by the poets they are studying. They learn to use poetic features like anaphora, rhyme, and personification. Students generate questions and statements, and they use conjunctions to expand sentences orally and in writing.

Unit Length:
16 Days

Anchor Text: *Sounds and Stanzas: Poetry* (Read-Aloud)
Text Type: Literary
Lexile: N/A

Overall Learning Outcomes

- Identify and discuss poetry elements in various poems
- Practice using poetry elements, including onomatopoeia, rhyme, alliteration, personification, and anaphora
- Use the 5 Ws to demonstrate understanding of key details in a text
- Write, revise, and present an original memory poem
- Domain Assessment

Big Ideas

- Words and phrases create rhyme and rhythm in poetry.
- Poets use a variety of strategies, known as poetry elements, to convey the meaning of a poem.
- Interpreting a poem involves consideration of its structure, word choice, poetic devices, content, and—sometimes—the author's background or perspective.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.4 RL.2.6	W.2.5 W.2.6	SL.2.1 SL.2.1b SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.3 L.2.4 L.2.6	RL.2.4 RL.2.9	W.2.5 W.2.6 W.2.8	SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.3

Grade 2 Curriculum Map

Knowledge 8: Making a Difference: Creating Change

Unit Summary

In this domain, students learn about eleven historical and contemporary people who created positive changes for their communities, their country, or the world. These figures include Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., Cesar Chavez, Faith Florez, Kelvin Doe, Mikaila Ulmer, Sydney Etzel, and Lauren Anderson. Students explore how these individuals connected ideas with actions.

Writing Focus

Students will plan, draft, revise, edit, and publish their own narratives using temporal words and descriptive language about a person today working for a cause they believe in. Students will also practice writing the four sentence types using conjunctions and appositives.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify the author's reasons for their opinion
- Discuss, ask, and answer questions about a topic and text
- Identify the main purpose of a text
- Use a timeline to make connections and sequence information to deepen comprehension
- Create a story map to identify important events in a text
- Write a narrative paragraph describing events from Read-Alouds using temporal words and descriptive language
- Domain Assessment

Big Ideas

- Despite great odds, ordinary people have created change for causes they believe in.
- Causes include abolishing slavery, women's voting rights, migrant workers' welfare, and protecting bees and butterflies.
- These people used nonviolent methods to influence and inspire others.

Unit Length: 16 Days

Anchor Text: *Making a Difference: Creating Change* (Read-Aloud)
Text Type: Informational
Lexile: 950L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.1 RI.2.2 RI.2.3 RI.2.8	W.2.3 W.2.5 W.2.8	SL.2.1 SL.2.1a SL.2.1c SL.2.2 SL.2.3	L.2.1 L.2.2 L.2.2e L.2.4c L.2.5 L.2.5a L.2.6	RI.2.1 RI.2.8	W.2.3 W.2.5 W.2.8		L.2.2 L.2.2e

Grade 2 Curriculum Map

Knowledge 8: Journeys to America: Immigration

Unit Summary

Students explore the idea of *e pluribus unum* and the importance of immigration in the history of the United States—with a focus on the great wave of immigration between 1850 and 1920. They learn reasons why people immigrate and why they settle in certain cities and regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution, including the Bill of Rights.

Writing Focus

Students focus on narrative writing by planning and drafting a story about a character moving to a new country. Additionally, after studying James Madison and the U.S. Constitution, they create a "Classroom Constitution" as a class. Students also generate and combine declarative, interrogative, exclamatory, and imperative sentences to make their writing more dynamic and interesting.

Unit Length: 16 Days

Anchor Text: *Journeys to America: Immigration* (Read-Aloud)
Text Type: Informational
Lexile: 1060L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite evidence from a text when answering questions
- Make connections and sequence information to deepen comprehension
- Collect information from Read-Alouds and synthesize it into short summaries
- Plan and draft a story describing a character's life as a new immigrant in the United States
- Domain Assessment

Big Ideas

- The United States is often referred to as a country of immigrants, with the biggest wave of immigration taking place between 1850 and 1920.
- People had many different reasons for immigrating to the United States and settling in certain cities and regions upon their arrival.
- The Constitution is an important document that details the privileges and rights of United States citizens.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.2 RI.2.3 RI.2.6 RI.2.7 RI.2.8	W.2.3 W.2.8	SL.2.1 SL.2.1c SL.2.2 SL.2.3 SL.2.6	L.2.1 L.2.1e L.2.4 L.2.4b L.2.5 L.2.5a	RI.2.2 RI.2.9	W.2.3 W.2.8		

Grade 2 Curriculum Map

Knowledge 9: Building Blocks: All About Nutrition

Unit Summary

Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then explore a number of topics regarding the human body, including cells, tissues, organs, and body systems—with a focus on the digestive and excretory systems. Finally, students learn about the elements of good nutrition and other keys to good health.

Writing Focus

Students use what they learn about nutrition to write about the health benefits of school lunches around the world. They then present the benefits of their assigned school lunch to their classmates. Students also work collaboratively to expand sentences by adding details and using conjunctions.

Unit Length: 16 Days

Anchor Text: *Building Blocks: All About Nutrition* (Read-Aloud)
Text Type: Informational
Lexile: 950L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite evidence from a text when answering questions
- Make connections and sequence information to deepen comprehension
- Identify and record relevant information in My Human Body Journal
- Identify and write about nutritional benefits of school lunches from around the world
- Domain Assessment

Big Ideas

- Cells form the building blocks of life on Earth.
- Collections of cells form tissues, tissues form organs, and organs form systems within the body.
- Anton van Leeuwenhoek was important to science due to his work with microscopes and his discovery of one-celled bacteria.
- Five keys to good health are to eat well, exercise, sleep, keep clean, and have regular checkups.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.2 RI.2.3 RI.2.6	W.2.2 W.2.8	SL.2.1 SL.2.1a SL.2.2 SL.2.4	L.2.1 L.2.1e L.2.2a L.2.5 L.2.5a	RI.2.3	W.2.2 W.2.8	SL.2.1a SL.2.4	L.2.2a

Grade 2 Curriculum Map

Knowledge 9: Early Asian Civilizations: India and China

Unit Summary

Students explore early Asian civilizations, focusing on India and China as well as the Tibetan Empire. They learn about how these civilizations developed and some of the lasting contributions they made, such as paper and silk.
They are introduced to folktales and poetry, such as "The Tiger, the Brahman, and the Jackal," "The Blind Men and the Elephant," and "The Magic Paintbrush." Grammar lessons cover regular and irregular past tense verbs. Students complete research throughout the domain and collect and synthesize information.

Writing Focus

In small groups over multiple days, students use the writing process to plan, draft, publish, edit, revise, and present an informational book about writing in early China.
Students also review what they have learned about sentence types, and they work to revise and expand sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *Early Asian Civilizations: India and China* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 950L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify and chart key components of a civilization
- Identify trickster tales and folktales as a type of fiction
- Effectively write and use regular and irregular past tense verbs
- Generate complete sentences, including those illustrating cause and effect relationships
- Write an informational book about China
- Summarize a text in "Somebody Wanted But So Then" format
- Domain Assessment

Big Ideas

- India and China, Asia's most populous countries, formed around mighty rivers.
- Early civilizations developed farming, cities, government, and writing practices.
- Trickster tales and folktales provide introductions to cultural heritages from the region.
- Inventors in Early China were the first to create paper and silk.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.2.1 RL.2.2 RL.2.3 RI.2.2 RI.2.3	W.2.2 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8	SL.2.1 SL.2.2	L.2.1d L.2.4 L.2.5 L.2.5a	RL.2.2 RI.2.1 RI.2.2	W.2.2 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8		

Grade 2 Curriculum Map

Knowledge 10: Taking Flight: The Age of Aviation

Unit Summary

In this domain, students explore the history of aviation, listening to stories about early aviators like the Montgolfier brothers, the Wright brothers, Aída de Acosta, and Amelia Earhart. They study the science of flight and physics concepts like lift, and research the social impacts of flight on the world.

Writing Focus

Students increase their understanding of the research process, which involves brainstorming, asking questions, gathering information from texts, and writing about what they have learned in order to present the information to others. Using the research process, they craft an informational text, then display their writing in an Aviators Hall of Fame. Students also combine and expand declarative, interrogative, exclamatory, and cause and effect sentences using conjunctions.

Unit Length: 16 Days

Anchor Texts: *Taking Flight: The Age of Aviation* (Read-Aloud), ReadWorks, Trade Books
Text Type: Literary/Informational
Lexile: 630L-1240L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Cite textual evidence when answering questions
- Participate in the research process by brainstorming and asking questions
- Collect and synthesize information using note-taking tools
- Write an informational text about a notable aviator

Big Ideas

- The history of aviation includes many aviators and inventors.
- Flight is dependent on the physics concept of lift.
- Pioneers in early aviation broke down barriers to benefit people everywhere.
- Planning, researching, drafting, and presenting are important steps in producing informational texts.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.2.1 RI.2.3 RI.2.6 RI.2.9	W.2.7 W.2.8	SL.2.1b SL.2.2 SL.2.4	L.2.4	RI.2.1 RI.2.9	W.2.7 W.2.8	SL.2.4	L.2.4