

**PATHS® Curriculum
Grade 2**

Alignment Report by Resource

to

**Common Core State Standards
for English Language Arts**

January 2011

Alignment Report by Resource

PATHS® Curriculum—Grade 2

Subject: English Language Arts

Standard: Common Core State Standards for English Language Arts

Source: Common Core State Standards Initiative

Note: The correlations between PATHS Curriculum and common standards were created by an independent third party. They are applicable to the best of our knowledge as of the date they were created. As with any educational product, the effectiveness of this product depends on many factors, including teacher effectiveness and a child's learning pace and receptiveness. (12/2010)

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PATHS® Grade 2 Curriculum, Units 1-11

Grade 2, U1 Establishing a Positive Classroom Environment and Enhancing Self-Esteem

Lesson 1 Classroom Rules: *Mr. Jones and His Class*

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

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SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U1 Establishing a Positive Classroom Environment and Enhancing Self-Esteem

Lesson 2 PATHS Kid for Today: Complimenting

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

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SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U1 Establishing a Positive Classroom Environment and Enhancing Self-Esteem

Lesson 3 Review of PATHS Concepts

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.

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.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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Grade 2, U1 Establishing a Positive Classroom Environment and Enhancing Self-Esteem

Lesson 4 Listening to Others

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.

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.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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Grade 2, U1 Establishing a Positive Classroom Environment and Enhancing Self-Esteem

Lesson 5 Fair Play Rules

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

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Grade 2, U1 Establishing a Positive Classroom Environment and Enhancing Self-Esteem

Lesson 6 Manners

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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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").

Grade 2, U2 Self-Control, Self-Awareness & Anger Management

Lesson 7 Self-Control I: Steps for Calming Down

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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.

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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”).

Grade 2, U2 Self-Control, Self-Awareness & Anger Management

Lesson 8 Self-Control II: Learning Self-Control

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Grade 2, U2 Self-Control, Self-Awareness & Anger Management

Lesson 9 Control Signals Poster I: Anger Management

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics

and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.2.5 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.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 2, U2 Self-Control, Self-Awareness & Anger Management

Lesson 10 Control Signals Poster II: Using the Control Signals Poster

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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Grade 2, U3 Introduction to Basic Emotions

Lesson 11 Introduction to Feelings: Happy, Sad, Private

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.

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.

RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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.

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.

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing

as needed by revising and editing.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

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SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U3 Introduction to Basic Emotions

Lesson 12 Fine, Excited, Tired

RL.2.3 Describe how characters in a story respond to major events and challenges.

RI.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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

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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”).

Grade 2, U3 Introduction to Basic Emotions

Lesson 13 Scared or Afraid, Safe

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.2.3 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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

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Grade 2, U3 Introduction to Basic Emotions

Lesson 14 Mad or Angry I

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

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

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

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L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U3 Introduction to Basic Emotions

Lesson 15 Mad or Angry II: Recognizing Anger

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U3 Introduction to Basic Emotions

Lesson 16 Calm or Relaxed, Worried

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

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

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U3 Introduction to Basic Emotions

Lesson 17 PATHS Review Lesson I

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings.

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U4 Using Our Thinking Skills

Lesson 18 Mad or Angry III: *Baxter and His Temper*

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.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U4 Using Our Thinking Skills

Lesson 19 Making Good Choices

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.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text

with purpose and understanding.

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.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Grade 2, U4 Using Our Thinking Skills

Lesson 20 Problem-Solving Meeting I

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.2.10 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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U4 Using Our Thinking Skills

Lesson 21 Problem-Solving Meeting II: School Transitions

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.

W.2.8 Recall information from experiences or gather information from provided sources to

answer a question.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U5 Friendship: Getting Along with Others I

Lesson 22 Shy, Lonely

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U5 Friendship: Getting Along with Others I

Lesson 23 Making Friends: *Baxter Makes a New Friend*

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.2.3 Describe how characters in a story respond to major events and challenges.

- 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.
- 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.
- RF.2.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- 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.
- 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.
- SL.2.1a** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).
- SL.2.1b** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.2.5** 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.

Grade 2, U5 Friendship: Getting Along with Others I

Lesson 24 Frustrated

- 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.
- RF.2.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- RF.2.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- SL.2.1a** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).
- SL.2.1b** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.
- L.2.5a** Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or

juicy).

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”).

Grade 2, U5 Friendship: Getting Along with Others I

Lesson 25 Being a Good Winner/Loser

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U5 Friendship: Getting Along with Others I

Lesson 26 Problem-Solving Meeting III: Friendship/Recess

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.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U6 Feelings in Relationships I

Lesson 27 Jealous, Content or Satisfied

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.

RF.2.3b Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U6 Feelings in Relationships I

Lesson 28 Like/Dislike, Love/Hate, Tolerance

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U6 Feelings in Relationships I

Lesson 29 Different Points of View

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.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U6 Feelings in Relationships I

Lesson 30 Guilty

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.2.3 Describe how characters in a story respond to major events and challenges.

RI.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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and

texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U6 Feelings in Relationships I

Lesson 31 Proud, Ashamed

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U6 Feelings in Relationships I

Lesson 32 PATHS Review II: Guessing Feelings

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.2.5 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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U7 Friendship: Getting Along with Others II

Lesson 33 Keeping a Friend: *Baxter’s Challenge*

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U7 Friendship: Getting Along with Others II

Lesson 34 Making Up With Friends

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U7 Friendship: Getting Along with Others II

Lesson 35 Greedy or Selfish, Generous

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.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

- SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.2.5a** Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.5b** Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U7 Friendship: Getting Along with Others II

Lesson 36 Practicing Generosity: A Community Project

- 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.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.10** By the end of the 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.
- RF.2.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- 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.
- SL.2.1b** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.
- SL.2.1c** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.

Grade 2, U8 Feelings and Expectations

Lesson 37 Surprised, Delighted, Disgusted

- RL.2.3** Describe how characters in a story respond to major events and challenges.
- 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.
- RF.2.4a** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
- RF.2.4c** Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- SL.2.1b** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.
- SL.2.1c** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U8 Feelings and Expectations

Lesson 38 Accident, On Purpose

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.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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”).

Grade 2, U8 Feelings and Expectations

Lesson 39 Disappointed, Hopeful

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U8 Feelings and Expectations

Lesson 40 Embarrassed, Humiliated

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U9 Feelings about School and Learning

Lesson 41 Fair/Not Fair

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, U9 Feelings about School and Learning

Lesson 42 Curious or Interested, Bored, Confused, Confident

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

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

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U9 Feelings about School and Learning

Lesson 43 Trying Harder: Attributions of Success

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U9 Feelings about School and Learning

Lesson 44 Overcoming Obstacles: Perseverance

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.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further

explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, U10 Feelings in Relationships II

Lesson 45 Malicious, Kind

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U10 Feelings in Relationships II

Lesson 46 Rejected, Included

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U10 Feelings in Relationships II

Lesson 47 Teasing

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.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings.

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

Grade 2, U10 Feelings in Relationships II

Lesson 48 Problem-Solving Meeting IV: Bullying

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.4e 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. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, U11 Endings and Transitions

Lesson 49 PATHS Reactions and Reviews

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

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”).

Grade 2, U11 Endings and Transitions

Lesson 50 Planning a PATHS Party

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

PATHS® Grade 2 Curriculum, Optional Lessons 1-11

Grade 2, Optional Lessons

Lesson 1 Feelings Review: Feelings Card Games

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, Optional Lessons

Lesson 2 Feelings Review: What's That Feeling?

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, Optional Lessons

Lesson 3 Feelings Review: Feelings Sequences

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.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

RF.2.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, Optional Lessons

Lesson 4 Feelings Review: Musical Feelings

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or

juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, Optional Lessons

Lesson 5 Feelings Review: Language Arts Activities

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.

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.

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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”).

Grade 2, Optional Lessons

Lesson 6 Common Classroom Problems: Waiting in Line

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others’ talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, Optional Lessons

Lesson 7 Common Classroom Problems: Nothing to Do (Lonely, Bored)

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, Optional Lessons

Lesson 8 Common Classroom Problems: Tattling I

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, Optional Lessons

Lesson 9 Common Classroom Problems: Tattling II

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

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.

RF.2.4a Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").

Grade 2, Optional Lessons

Lesson 10 Ideas for Post-Vacation Review: Post-Vacation Review I

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

Grade 2, Optional Lessons

Lesson 11 Ideas for Post-Vacation Review: Post-Vacation Review II

SL.2.1a Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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).

SL.2.1b Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

L.2.5a Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. 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").