

EVIDENCE OF UNDERSTANDING

2ND GRADE ELA



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.
We appreciate our sponsors:



Thank you to the following educators for their work in curating digital resources:

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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE OKLDR



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

SPEAKING & LISTENING

READING



2.1.R.1 Students will actively listen and speak using appropriate discussion rules.

2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.

2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

2.1.R.4 Students will restate and follow multi-step directions.



Evidence of Understanding

Students will restate and follow multi-step directions with digital story telling applications.



Digital Tools

- *Video Editor- Clips*
- *Story Telling Application - Shadow Puppets EDU*



In Practice

- Students can use StoryLine Comix to help organize and recount events of a story they have read or listened to in a read-aloud.
- Students can also use Storyline Comix to recount a personal experience.
- Students can use Clips or TeleStory to retell a personal experience. If using Clips, students can use the automated voice to text feature for closed captioning.

WRITING



2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member



Evidence of Understanding

Students will retell a story or life experience with details.



Digital Resources

- *Story Telling Application - [StoryLines Comix](#)*
- *Video Editor- [Clips](#)*
- *Story Telling Application - [TeleStory](#)*



In Practice

- Teacher will present the multistep written directions of how to plant a plant using a presentation tool. Student will then use the Clips application or similar app to video themselves restating the directions as they follow the steps.
- Students can create a short video using Shadow Puppets EDU with pictures, audio and illustrations restating the directions.

READING FOUNDATIONS

PRINT CONCEPTS



2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.



Evidence of Understanding

Students will show proper handwriting and spacing for a writing assignment.



Digital Resources

- Camera
- *Story Telling Application - [Shadow Puppets EDU](#)*
- *Portfolio Application - [Seesaw](#)*



In Practice

- Teacher will divide the students into pairs to create a how-to video.
- Students will take turns videoing each other demonstrating proper handwriting and spacing while using pencil and paper on a writing assignment.
- Students will use Shadow Puppets EDU to annotate their how to video with text and voice.
- Students can share their videos to the class or in Seesaw.

PHONICS AND WORD STUDY



2.2.PWS.1 Students will decode one- and two - syllable words by using their knowledge of:

- single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])
- consonant blends (e.g., bl, br, cr)
- consonant digraphs and trigraphs (e.g., sh-, -tch)
- vowel sounds:
 - long
 - short
 - “r” controlled vowels (e.g., ar, er, ir or, ur)
- vowel spelling patterns:
 - vowel digraphs (e.g., ea, oa, ee)
 - vowel-consonant-silent-e (e.g., lake)
 - vowel diphthongs (vowel combinations having two vowel sounds (e.g., oi as in boil, oy as in boy)

2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: all major syllable patterns (e.g., closed, consonant+le, open, vowel team, vowel silent e, r-controlled)

- inflectional endings (e.g., -s, -ed, -ing)
- compound words
- contractions
- abbreviations
- common roots and related prefixes and suffixes

2.2.PWS.3 Students will read words in common word families (e.g., -ight, -ink, -ine, ow).



Evidence of Understanding

Students will demonstrate their ability to decode and read words in context and isolation by applying phonics and word analysis skills and sharing the lesson with small group.



Digital Resources

- *Story Telling Application - Book Creator*
- *Story Telling Application - Draw and Tell HD - by Duck Duck Moose*
- *Voice Recorder- Apple Voice Memos*
- *Voice Recorder- Voice Recorder App*



In Practice

- Randomly assign students different words that follow multi-syllabic, compound, vowel patterns, consonant digraphs, consonant blends, and major syllable patterns.
- Students can use a voice recorder application to record themselves decoding the words they have been given orally.
- Students then share their recording with their small groups.

FLUENCY



2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.

2.2.F.2 Students will orally read grade level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension



Evidence of Understanding

Students will orally read grade level, high frequency words smoothly and accurately using a recording application.



Digital Resources

- *Video Editor- Clips*
- *Voice Recorder-Voice Record Pro*



In Practice

- Students can practice their fluency by reading one of their favorite books aloud.
- Students can record themselves reading using Voice Recorder Pro, Clips or other voice recording apps.
- Clips will allow students to add illustrations, images and text.

READING & WRITING PROCESS

READING



2.2.R.1 Students will locate the main idea and supporting details of a text.

2.2.R.2 Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.

2.2.R.3 Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.



Evidence of Understanding

Students will locate the main idea and summarize a story by organizing details into a timeline.



Digital Resources

- *Organization Application - [RWT Timeline](#)*
- *Website - [Fragment Frenzy](#)*
- *Mind Mapping Application - [Popplet](#)*



In Practice

- Using one of the timeline or mind-mapping apps, have students organize the plot of a story.
- Fragment Frenzy will allow students to practice finding the important details/main idea in sentences.
- Students will be able to use RWT Timeline, Popplet Lite or another mind-mapping app that allows students to visually organize the plot (beginning, middle, end) of a story.
- Using any weekly story, students can use Fragment Frenzy to locate the important details/main idea.

WRITING



2.2.W.1 Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.

2.2.W.2 Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.

2.2.W.3 Students will correctly spell grade-appropriate words while editing.

2.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries)..



Evidence of Understanding

Students will implement writing process skills of prewriting, drafting, revising, editing, and publishing by re-writing the end to a popular children's book using digital presentation tools.



Digital Resources

- *Content Application* - SAS Punctuation Rules!
- *Sketch Application*- Sketches School, Notes
- *Word Processor* - Pages, Microsoft Word, Google Docs, Notes



In Practice

- Using a presentation tool with teacher assistance, have students rewrite the ending to a popular children's story.
- SAS Punctuation Rules! will support students with basic rules with the use of punctuation and the meaning.
- Using the Paperblanks Journal Prompts, have students write the answer to the topic that is given within the application.

CRITICAL READING & WRITING

READING



2.3.R.1 Students will determine the author’s purpose (i.e., tell a story, provide information).

2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.

2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:

- setting (i.e., time, place)
- plot
- characters
- characterization

2.3.R.4 Students will find examples of literary devices:

- simile
- metaphor

2.3.R.5 Students will locate facts that are clearly stated in a text.

2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.

2.3.R.7 Students will answer inferential questions (e.g., how and why) with guidance and support.



Evidence of Understanding

Students will identify the author's purpose and identify literary elements of a piece of literature.



Digital Resources

- *Content Library - [Lit2Go](#)*
- *Story Telling Application - [30 Hands](#)*



In Practice

- After providing a story from LIT2Go or similar resource, have students use Clips or 30 Hands to make a video that includes the author's purpose and identifies the literary elements in the story (plot, characters and facts or opinions, etc).

WRITING



2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.

2.3.W.2 Students will write facts about a subject and include a main idea with supporting details.

2.3.W.3 Students will express an opinion about a topic and provide reasons as support.



Evidence of Understanding

Students will write narratives that include characters and a plot (with beginning, middle and end).



Digital Resources

- *Story Telling Application* - [Scribble Press](#)
- *Story Telling Application* - [StoryLines Comix](#)
- *Story Telling Application* - [Toontastic](#)



In Practice

- Have students use Pages or other writing software to create their own fiction story about their school.
- Let students know it must be made up and that their imagination must run wild! Narratives must have a beginning, middle and end as well as an identifiable setting and characters.
- In the Pages application, students will write and draw their creativity.
- Students can use the Storyline Comix or similar app to identify the characters, plot and determine the setting of the story they are reading or listening to.
- Students can also create an animation in Toontastic of the story they created in Pages.

VOCABULARY

READING



2. 4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

2. 4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.

2. 4.R.3 Students will use context clues to determine the meaning of words with guidance and support.

2. 4.R.4 Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.

2. 4.R.5 Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases..



Evidence of Understanding

Students will demonstrate an understanding of appropriate grade level vocabulary with a formative assessment tool.



Digital Resources

- *Content Application* - [3D Pictionary](#)
- *Content Application* - [Worddraw](#)
- *Student Response* - [Kahoot!](#)



In Practice

- Using 3D Pictionary, students will draw a vocabulary word and illustrate it for another student to predict and guess the word. For example, using the word “barnyard” one student will illustrate the vocabulary word and a partner (or group) will guess what the word is.
- Students will use Worddraw which allows them to play a game to unscramble words from vocabulary word lists that teachers have entered.
- Students will play Kahoot using a 10 question interactive, digital quiz to answer questions about prefixes and suffixes. Play the best out of 3 games

WRITING



2.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.

2.4.W.2 Students will select appropriate language according to purpose in writing.



Evidence of Understanding

Students will apply knowledge of vocabulary to communicate using descriptive, academic, and domain-appropriate words in their writing.



Digital Resources

- *Website - [Thesaurus](#)*
- *Mind Mapping Application - [Popplet](#)*
- *Word Processor - [Pages](#), Microsoft Word, [Google Docs](#), Notes*
- *Story Telling Application - [30 Hands](#), [ChatterPix Kids](#), [Shadow Puppets EDU](#)*



In Practice

- With a prompt from the teacher, student can brainstorm ideas for a short story using Popplet.
- Students can write their first and final drafts using Google Docs or other word processing app.
- Students can use the online thesaurus to enhance their writing when revising and editing their work.
- Students can retell their stories with appropriate vocabulary using 30 Hands, Chatter Pix, Shadow Puppet EDU or similar story telling application.

LANGUAGE

READING



2.5.R.1 Students will recognize nouns, pronouns, and irregular plural nouns.

2.5.R.2 Students will recognize different types and tenses of verbs.

2.5.R.3 Students will recognize adjectives.

2.5.R.4 Students will recognize prepositions.

2.5.R.5 Students will recognize the subject and predicate of a sentence.



Evidence of Understanding

Students will identify the proper part of speech.



Digital Resources

- Camera
- *Photo Editor* - Phonto (Students using iPads can use Pages or Notes)
- *Student Response* - Kahoot!
- *Student Response* - Quizlet



In Practice

- Students will label a picture using prepositions.
- Students will take a picture of teacher and other and items around the classroom.
- Using a photo editing app such as Phonto, students will label the pictures using adjectives (as an example, teachers can provide a picture of a purple, ugly, fat, one eyed, monster with sharp, pointy teeth).
- As a an assessment tool, teachers can use Kahoot! to quiz the students on their knowledge.

WRITING



2.5.W.1 Students will capitalize and appropriately punctuate:

- the first letter of a quotation
- holidays
- product names
- initials
- months and days of the week

2.5.W.2 Students will use simple contractions (e.g., isn't, aren't, can't).

2.5.W.3 Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.



Evidence of Understanding

Students will correct capitalization and punctuation mistakes using an annotation app.



Digital Resources

- *Interactive Whiteboard - Showbie*
- *Digital Portfolio - Seesaw*



In Practice

- Through Showbie or Seesaw, teachers can share a PDF with incorrect capitalization to students.
- Students can view the digital paper to find the mistakes and send the annotated PDF back to the teacher.
- Teachers can easily & quickly assess students' understanding to give feedback and have class discussions.

RESEARCH

READING



2.6.R.1 Students will create their own questions to find information on their topic.

2.6.R.2 Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.

2.6.R.3 Students will consult various resources to gather information.



Evidence of Understanding

Students will show their understanding of graphic features in helping understand a text by creating a recording explaining how one of the features helped them understand part of the story/text.



Digital Resources

- *Portfolio Application* - [Seesaw](#)
- *Video Editor*- [Clips](#)
- *Search Engine.* - [Kiddle Search Engine](#)
- *Content Library* - [Kidtopia](#)
- *Content Library* - [Newsella](#)



In Practice

- Students will use a voice recording application to record their-self posing a question, connection, or prediction to a text they are reading.
- Using Newsella, Scholastic, or textbooks, students will use Clips or another video application to explain their understanding of graphic features and how the the features help the student comprehend the text.

WRITING



2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.

2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.

2.6.W.3 Students will organize and present their information in written and/or oral reports or display.



Evidence of Understanding

Students will summarize and paraphrase, integrate evidence, and cite sources with teacher assistance to create reports for multiple projects, papers, texts, and presentations for multiple purposes.



Digital Resources

- *Presentation - Keynote, Google Slides, Microsoft PowerPoint, Notes*
- *Mind Mapping Application - Venn Diagram*
- *Mind Mapping Application - Simple Mind+ Mind Mapping*



In Practice

- Students will research the official symbols of Oklahoma (flower, animal, food, flag, etc).
- Students will use the Venn Diagram and Simple Mind+ Mind Mapping application to organize the research information they gathered individually or as a group.
- Student can use the Notes application or other note taking software to jot down information and collect initial data for a project assigned by the teacher.
- Students will use the Keynote, Powerpoint or Slides application to create simple multimedia presentations with teacher support.

MULTIMODAL LITERACIES

READING



2.7.R.1 Students will locate and use print and digital resources with guidance and support.

2.7.R.2 Students will explain how ideas and topics are depicted in a variety of media and formats.



Evidence of Understanding

Students will demonstrate their ability to evaluate different forms of media to draw their own conclusions through taking notes while researching a topic.



Digital Resources

- *Content Library* - [Epic!](#)
- *Search Engine* - [KidzSearch](#)
- *Presentation* - [Keynote](#), [Google Slides](#), Microsoft PowerPoint
- *Interactive Whiteboard Application* - [Explain Everything](#)



In Practice

- Students will research Dr. Suess' life story (ex: birthday, accomplishments, books, etc).
- Students will use the Epic! application and KidzSearch to locate their information.
- Students can also use photosforclass.com for illustrations and images.
- Students can use Explain Everything, Clips, Keynote, or Notes application to create a presentation of the information they collected.

WRITING



2.7.W.1 Students will select and use appropriate technology or media to communicate with others with guidance and support.

2.7.W.2 Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings



Evidence of Understanding

Students will use media and technology to communicate their ideas, thoughts and feelings to others effectively.



Digital Resources

- *Presentation - Keynote, Google Slides, Microsoft PowerPoint*
- *Video Editor- Clips*
- *Story Telling Application - Shadow Puppets EDU*
- *Story Telling Application - Animoto*
- *Royalty Free Photo Database - Photos for Class*
- *Search Engine. - Kiddle Search Engine*



In Practice

- Students will be prompted to select their favorite animal.
- Students can use Kiddle to research their animal.
- Students can use photosforclass.com to gather royalty free images to use in their presentation.
- Students will create a presentation that describes their animal and why they chose their animal using Animoto, Shadow Puppets EDU, Clips or similar digital resource.

INDEPENDENT READING & WRITING

READING



2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.



Evidence of Understanding

Students will read independently for a predetermined period of time.



Digital Resources

- *Content Library* - [Lit2Go](#)
- *Content Library* - [Epic](#)
- *Productivity Application* - [Timer](#)
- *Podcast Application* - [Opinion](#)



In Practice

- Students will use their lexile or letter text level and use Lit2Go or Epic to find a text on their reading level.
- Students will set their timer for 20 minutes and read their selected text from Epic or a library book until their timer has expired.
- Students will then use Opinion app or similar voice recording app to record themselves summarizing the character, setting and plot of the text they read.

WRITING



2.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).



Evidence of Understanding

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.



Digital Resources

- *Word Processor* - Pages, Microsoft Word, Google Docs, Notes



In Practice

- Using the Book template in Pages, students will create their own journal.
- Journal activities can be done daily, weekly or etc.
- Examples of journal topics:
 - ▶ Would you rather have 10 brothers or 10 sisters?
 - ▶ Draw and label what you did this weekend.
 - ▶ List and draw how you would bake a cake for me!

RESOURCES

TEACHER RESOURCES

Content Application -

- [RWT Fact Fragment Frenzy](#)
- [Writing Prompts for Kids](#)

Website -

- [Core Knowledge](#)
- [History Comes Alive](#)
- [Lit2Go - Genres](#)
- [Six Syllable Types](#)
- [Vocabulary City: 2nd Grade Reading](#)

STUDENT RESOURCES

Content Application -

- [Dict-o-saurus Rex](#)
- [Epic!](#)
- [Grammaropolis](#)
- [Kids Picture Dictionary](#)
- [Poplet](#)
- [Puppet Pals](#)
- [RWT Flip Book](#)