

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:



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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 retell a story or life experience with details.



Digital Tools

- *Story Telling Application* - StoryLines Comix, ChatterPix Kids, Shadow Puppets EDU, Book Creator, Seesaw, Pages, Write About This, Google Docs
- *Editor*- Clips, WeVideo, Do-Ink, iMovie
- *Story Telling Application* - TeleStory, ChatterPix Kids, Shadow Puppets EDU, Book Creator,



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.

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 restate a story using a digital story telling application.



Digital Tools

- *Story Telling Application - StoryLines Comix, Book Creator, Pages, Write About This, Google Docs, Shadow Puppets EDU, Seesaw*



In Practice

- Students can use a story telling application to re state events of a story they have read or listened to in a read-aloud.
- Students can also use story telling application to recount a personal experience.

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 Tools

- Camera
- *Story Telling Application* - ChatterPix Kids, Shadow Puppets EDU, Book Creator, Seesaw, Pages, Write About This, Google Docs
- *Portfolio Application* - Seesaw, Book Creator



In Practice

- Teacher will divide the students into pairs to create a how-to video.
- Students will take turns recording 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 create a recording in which they decode and read works in context and isolation.



Digital Tools

- *Story Telling Application* - ChatterPix Kids-, Shadow Puppets EDU, Book Creator, Seesaw, Pages, Write About This, Google Docs, Google Story Builder, Toontastic
- *Story Telling Application* - Draw and Tell HD - by Duck Duck Moose
- *Voice Recorder-* Voice Memos, Voice Record Pro



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 Tools

- *Video Editor- Clips, WeVideo, Do-Ink, iMovie*
- *Voice Recorder-Voice Memos, 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 Tools

- *Organization Application - RWT Timeline*
- *Website - Fragment Frenzy*
- *Mind Mapping Application - Venn Diagram, ReadWriteThink, Popplet, Padlet, Simple Mind+ Mind Mapping*



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 the writing process skills by re-writing the end to a popular children's book using digital presentation tools.



Digital Tools

- *Content Application* - SAS Punctuation Rules!, Paperblanks Journal Prompts
- *Sketch Application*- Sketches School, Notes, ibis, Absolute Board, Google Draw, Auto Draw, Do-Ink
- *Word Processor* - Pages, Google Docs, Microsoft Word



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 Tools

- *Content Library* - [Lit2Go](#), [Epic!](#), [Time for Kids](#)
- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [MajistoClips](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)



In Practice

- After providing a story from LIT2Go or similar resource, students will use a video editor to explore purpose and literary elements.

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 Tools

- *Story Telling Application* - Scribble Press, StoryLines Comix, Toontastic, ChatterPix Kids, Shadow Puppets EDU, Book Creator, Seesaw, Pages,
- *Story Telling Application* - Pages, Google Docs, Microsoft Word



In Practice

- Have students use a word processor 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 an illustration tool..



Digital Tools

- *Sketch Application* - Sketches School, Notes, ibis, Absolute Board, Google Draw, Auto Draw, Do-Ink



In Practice

- 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.

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 Tools

- *Story Telling Application* - [ChatterPix Kids](#)-, [Shadow Puppets EDU](#), [Book Creator](#), [Seesaw](#), [Pages](#), [Google Docs](#), [Google Story Builder](#), [Toontastic](#)
- *Mind Mapping Application* - [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind+](#) [Mind Mapping](#), [Inspiration Maps](#), [Mindomo](#), [iMindMap Kids](#), [GitMind](#), [Lucidchart](#), [Bubbl.us](#)
- *Word Processor* -[Pages](#), [Google Docs](#), [Microsoft Word](#) [Notes](#)



In Practice

- With a prompt from the teacher, student can brainstorm ideas for a short story using Popplet or similar mind mapping application.
- 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 a 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 parts of speech.



Digital Tools

- Camera
- *Photo Editor - [Pic Collage](#), [Adobe Spark](#), [Canva](#), [Phonto](#), [Mematic Meme Maker](#), [Pics for Learning](#), [Photo for Class](#), [PhotoScissors.com](#)*



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).

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 interactive whiteboard.



Digital Tools

- *Interactive Whiteboard* - Showbie, Realtimeboard, Simple Whiteboard, Jamboard Explain Everything
- *Digital Portfolio* - Seesaw, Book Creator



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 and 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 create a recording explaining how one of the features helped them understand part of the story/text.



Digital Tools

- *Portfolio Application* - [Seesaw](#), [Book Creator](#)
- *Video Editor*- [Clips](#), [WeVideo](#), [Do-Ink](#), [iMovie](#)
- *Search Engine.* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#) [Kidtopia](#)
- *Content Library* - [Kidtopia](#), [Newsela](#), [Epic!](#), [Time for Kids](#), [Lit2Go](#)



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 Newsela, 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, paraphrase, and cite sources with teacher assistance.



Digital Tools

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Mind Mapping Application* - Venn Diagram, ReadWriteThink, Popplet, Padlet, 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.
- 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 evaluate different forms of media to draw their own conclusions while researching a topic.



Digital Tools

- *Content Library* - [Epic!](#), [Time for Kids](#), [Lit2Go](#) !
- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#), [Kidtopia](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Interactive Whiteboard Application* - [Explain Everything](#), [Realtimeboard](#), [Simple Whiteboard](#), [Jamboard](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)



In Practice

- Students will research a famous person's life story (ex: birthday, accomplishments, books, etc).
- Students will use the Epic! application and KidzSearch to locate their information.
- Students can also use a photo library site for illustrations and images.
- Students can use Explain Everything, Clips, Keynote application to create a presentation with 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 Tools

- *Presentation - Keynote, Google Slides, MicrosoftMicrosoft Power Point*
- *Video Editor- Clips, WeVideo, Do-Ink, iMovie*
- *Story Telling Application - Shadow Puppets EDU., Animoto*
- *Photo Library - Photos for Class, Pics4Learning, Photos 4 Class,*
- *Search Engine. - Safe Search Kids, KidzSearch Kiddle, KidRex*



In Practice

- Students will be prompted to select their favorite animal.
- Students can use an approved search engine to research their animal.
- Students can use a photo library 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 a presentation app or video editor.

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 Tools

- *Content Library* - [Lit2Go](#), [Epic!](#), [Time for Kids](#),
- *Video Editor*- [Clips](#), [WeVideo](#), [Flipgrid](#), [iMovie](#), [Loom](#), [PowerDirector](#), [Do-Ink](#), [Storyblocks](#), [Majisto](#), [Adobe Spark Video](#)



In Practice

- Students will use their lexile or letter text level and use Lit2Go or Epic to find a text to read on their reading level.
- Students will then use a video editor 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.



Digital Tools

- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#), [Notes Book Creator](#)
- *Portfolio Application* - [Seesaw](#), [ClassDojo](#)



In Practice

- Using the book template in Pages or similar application, students will create their own journal and share in a portfolio application.
- 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.

RESOURCES

TEACHER RESOURCES

Content Application -

- [RWT Fact Fragment Frenzy](#)

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](#)