
Ohio 2 English Language Arts / Reading

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Ohio
Grade	2 (Elementary)
Subject	English Language Arts / Reading
Course category	Core
Standards family	English Language Arts / Literacy
Framework	Ohio's Learning Standards for English Language Arts (2017)
Issuing agency	Ohio Department of Education and Workforce
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Reading Words Automatically

Unit 3: Fluency and Poetry · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I get to the point where I do not have to sound words out?
Standards	Reading Longer Words Without Stopping -> RL.2.5, RL.2.6, RL.2.9 — 3 standards; full text in the standards table
Learning target	"I can read longer words quickly and accurately."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.
- Students will read a word list and a passage with equal accuracy.

Success criteria (student-friendly)

- "I read words without sounding out."
- "I read them in a list."
- "I read them in a sentence."

Academic vocabulary

automatic, accurate, in context, out of context, practice

Materials and technology

- Word lists
- Matched passages
- Timers
- Reading records
- Partner reading mats

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child reads multisyllabic words accurately both in isolation and in text.

Family communication

Ask your child to read you a list of long words.

Day 41 — Words I No Longer Sound Out

Week 9, Day 1 • Unit 3 • Standards: RL.2.5, RL.2.6, RL.2.9

Focus	Recognising automaticity.
Learning target	"I can read longer words quickly and accurately."
Vocabulary in use	automatic, accurate, in context
Local date	_____

Learning sequence

Connect: decoding work. Teach: what automatic reading feels like. Try: contrasting examples. Apply: children identify automatic words. Reflect: growth noticed.

Check for understanding

Student distinguishes words they read automatically from words they decode.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Reading Long Words Quickly

Week 9, Day 2 • Unit 3 • Standards: RL.2.5, RL.2.6, RL.2.9

Focus	Building speed accurately.
Learning target	"I can read longer words quickly and accurately."
Vocabulary in use	automatic, accurate, in context
Local date	_____

Learning sequence

Connect: automaticity. Teach: speed follows accuracy. Try: guided practice. Apply: children practise a list. Reflect: accuracy first.

Check for understanding

Student reads multisyllabic words accurately at pace.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — The Same Word In and Out of a Sentence

Week 9, Day 3 • Unit 3 • Standards: RL.2.5, RL.2.6, RL.2.9

Focus	Context transfer.
Learning target	"I can read longer words quickly and accurately."
Vocabulary in use	automatic, accurate, in context
Local date	_____

Learning sequence

Connect: word lists. Teach: the same word inside text. Try: matched pairs. Apply: children read both. Reflect: difference discussed.

Check for understanding

Student reads a word accurately both in a list and in context.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Practising to Automatic

Week 9, Day 4 • Unit 3 • Standards: RL.2.5, RL.2.6, RL.2.9

Focus	Deliberate practice.
Learning target	"I can read longer words quickly and accurately."
Vocabulary in use	automatic, accurate, in context
Local date	_____

Learning sequence

Connect: transfer. Teach: repeated practice builds automaticity. Try: partner practice. Apply: children practise. Reflect: repetitions logged.

Check for understanding

Student practises a target word set to improved automaticity.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Checking My Own Speed

Week 9, Day 5 • Unit 3 • Standards: RL.2.5, RL.2.6, RL.2.9

Focus	Week 9 consolidation.
Learning target	"I can read longer words quickly and accurately."
Vocabulary in use	automatic, accurate, in context
Local date	_____

Learning sequence

Connect: practice. Teach: self-monitoring. Try: timed self-check. Apply: children record. Reflect: personal progress, not ranking.

Check for understanding

Student records their own accuracy and rate.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Ohio Department of Education and Workforce. Ohio's Learning Standards for English Language Arts (2017). Strands are Reading Literature (RL), Reading Informational Text (RI), Reading Foundational Skills (RF), Writing (W), Speaking and Listening (SL) and Language (L). Ohio writes grades K-8 individually and bands high school as 9-10 and 11-12, so a grade 9 and a grade 10 product cite the same band. Ohio adopted revised K-8 standards in 2026, but the department states that 2026-2027 is a transition year and that 2027-2028 is the first year of implementation, so this product cites the edition in force for 2026-2027. Scope: grade 2. Retrieved 2026-07-27 from <https://education.ohio.gov/Topics/Learning-in-Ohio/English-Language-Art/English-Language-Arts-Standards>