

Select a Course:	Language Arts Grade 2
Teacher:	CORE Language Arts Grade 2
Course:	Language Arts Grade 2
Year:	2016-17
Months:	- All -

[Enduring Understandings](#) ✕
 [Essential Questions](#) ✕
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August
September

🏠 **Grade 2 ELA Literature** 4-6 Week Unit Literature to enhance comprehension


Big Idea/Concept:

[Enduring Understandings](#) ✕
 [Essential Questions](#) ✕
 [Standards](#) ✕
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<p>🏠 Students will understand that fictional text is timeless and each text represents different settings, problems, solutions, and unique characters.</p>	<p>🏠 How does answering questions increase my comprehension of a text?</p> <p>🏠 How can I organize my thoughts to be able to actively participate in class discussions?</p> <p>🏠 How can I write a detailed narrative?</p> <p>🏠 How do I recount a story?</p>	<p>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.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>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.</p> <p>RF.2.3b - Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.3c - Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3d - Decode words with common prefixes and suffixes.</p> <p>RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.3f - Recognize and read</p>	<p>🏠 Asking and answering questions help to build comprehension/understanding of stories read.</p> <p>🏠 Understanding key details helps to build comprehension/understanding of stories read.</p> <p>🏠 Recount a story using key details, including character, setting and major events.</p> <p>🏠 Describe characters, setting, problem and solution using words and illustrations.</p> <p>🏠 Demonstrate mastery of upper and lower case printing</p> <p>🏠 Demonstrate basic knowledge of home row for keyboarding.</p>	<p>🏠 fiction</p> <p>🏠 text</p> <p>🏠 character</p> <p>🏠 setting</p> <p>🏠 sequence</p> <p>🏠 support</p> <p>🏠 details</p> <p>🏠 narrative</p> <p>🏠 who</p> <p>🏠 what</p> <p>🏠 where</p> <p>🏠 when</p> <p>🏠 why</p> <p>🏠 first</p> <p>🏠 next</p> <p>🏠 then</p> <p>🏠 last</p> <p>🏠 punctuation</p>
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		<p>grade-appropriate irregularly spelled words.</p> <p>RF.2.4a - Read on-level text with purpose and understanding.</p> <p>RF.2.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none">  prefix  suffix  recount
		<p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.1d - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1a - Use collective nouns (e.g., group).</p> <p>L.2.1c - Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.2a - Capitalize holidays, product names, and geographic names.</p> <p>L.2.4e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none">  plot  inference

October


 **Grade 2 ELA Literature Text Evidence** 4-6 Week Unit ELA Literature Text Evidence

Big Idea/Concept:

Enduring Understandings ✕

-  Students will identify the structure of the story.
-  Students will understand that illustrations and story


Essential Questions ✕

-  How did the understanding of story structure support overall comprehension?




Standards ✕

- RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.7 - Use information gained from the

Knowledge & Skills ✕

-  Students can draw a conclusion by answering why and how questions.

Academic Language ✕

-  identify
-  support
-  connect

details help the reader to obtain a deeper understanding of text.

Students will understand that integrating information from visual cues, images and text help them to comprehend.

How do illustrations and details in the story help with comprehension?

Why are the beginning and ending of a story so important?

How can I write a detailed narrative?

illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

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.

RF.2.3b - Know spelling-sound correspondences for additional common vowel teams.

RF.2.3c - Decode regularly spelled two-syllable words with long vowels.

RF.2.3d - Decode words with common prefixes and suffixes.

RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3f - Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a - Read on-level text with purpose and understanding.

RF.2.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

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

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

Students can make connections between texts, self, and world.

Students can identify the structure of a story focusing on the introduction and conclusion.

Demonstrate mastery of upper and lower case printing

Demonstrate basic knowledge of home row for keyboarding.

- draw conclusions
- character
- setting
- problem
- solution
- plot
- visualize
- Introduction
- Conclusion

		<p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.1f - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)</p> <p>L.2.5b - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.1a - Use collective nouns (e.g., group).</p> <p>L.2.1e - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.2a - Capitalize holidays, product names, and geographic names.</p>		
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November	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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December	<p>Grade 2 ELA Informational Text 4-6 Week Unit Big Idea/Concept: How do I read an informational text?</p>				
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December	<p>Enduring Understandings ✕</p> <ul style="list-style-type: none"> Students will identify text features in order to comprehend informational text. Students will read informational text and begin to identify the main topic. Students will understand that images can help clarify a text. Students will use context clues to understand the meaning of words and phrases. Students will ask and answers questions about informational text. 	<p>Essential Questions ✕</p> <ul style="list-style-type: none"> How do informational text features help a reader understand the topic? How do I use context clues to identify the meaning of unfamiliar vocabulary? How is informational text organized to help the reader understand the text? 	<p>Standards ✕</p> <p>RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>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.</p> <p>W.2.7 - Participate in shared research and writing projects (e.g., read a number</p>	<p>Knowledge & Skills ✕</p> <ul style="list-style-type: none"> Nonfiction text has features that help the reader gain meaning from text. Identify and locate all the informational text features. Identify the main topic of informational text. Demonstrate mastery of upper and lower case printing Demonstrate basic knowledge of home row for keyboarding. 	<p>Academic Language ✕</p> <ul style="list-style-type: none"> keyword/bold print caption maps diagrams heading index table of contents labels photographs illustrations timeline glossary
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of books on a single topic to produce a report; record science observations).

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

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.

RF.2.3b - Know spelling-sound correspondences for additional common vowel teams.

RF.2.3c - Decode regularly spelled two-syllable words with long vowels.

RF.2.3d - Decode words with common prefixes and suffixes.

RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3f - Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a - Read on-level text with purpose and understanding.

RF.2.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

SL.2.1a - 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 - Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c - Ask for clarification and further explanation as needed about the topics and texts under discussion.

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.


RI.2.6 - Identify the main purpose of a text, including what the author wants to

 chart

 main topic

 informational texts

 context clues








 author's purpose

		answer, explain, or describe.		
		<p>L.2.2c - Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.1d - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.4e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>		
















January	Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕
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February	Grade 2 ELA Informational Text 4-6 Week Unit Using Informational texts to write an informative writing piece Big Idea/Concept: Perversence and Proof
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	Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕			
<p> Students will understand that in order to be successful, you need to persevere.</p> <p> Students will understand that proof from information text is necessary to write an explanatory writing piece.</p> <p> Students will understand that an informative writing piece uses explicit proof from informational text.</p>	<p> 1. How can I use informational texts to support my understanding of new ideas and information?</p> <p> 2. How can I create a writing piece that conveys an organized and clear understanding of content within the biography informational text?</p>	<p>RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RF.2.3b - Know spelling-sound correspondences for additional common vowel teams.</p> <p>RF.2.3c - Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.3d - Decode words with common prefixes and suffixes.</p> <p>RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences.</p> <p>RF.2.3f - Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4a - Read on-level text with purpose and understanding.</p>	<p> Use informational texts to identify the main idea, details, and use text evidence to write an informative writing piece.</p> <p> Demonstrate mastery of upper and lower case printing</p> <p> Demonstrate basic knowledge of home row for keyboarding.</p>	<p> text features</p> <p> key facts</p> <p> main purpose</p> <p> answer</p> <p> explain</p> <p> describe</p> <p> proof</p>


		<p>RF.2.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>SL.2.1a - 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).</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	
			<ul style="list-style-type: none">  similarities  differences  leader  rights  laws  equal  perseverance


March	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
April	Grade 2 ELA Fables & Folktales 4-6 Week Unit Fables & Folktales Big Idea/Concept: Cultures and Relationships				
	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	🏠 Students will understand that cultures and relationships impact one's view of the world.	🏠 1. How does the cultural background of a book influence the story? 🏠 2. Why are similar stories present in so many cultures? 🏠 3. What makes each version of the same story unique?	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.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RF.2.3b - Know spelling-sound correspondences for additional common vowel teams. RF.2.3c - Decode regularly spelled two-syllable words with long vowels. RF.2.3d - Decode words with common prefixes and suffixes. RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences. RF.2.3f - Recognize and read grade-appropriate irregularly spelled words. RF.2.4a - Read on-level text with purpose and understanding. RF.2.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.3 - Know and apply grade-level	🏠 Students will recount fables and folktales from diverse cultures and compare and contrast two or more versions of the same story from different cultures. 🏠 Demonstrate mastery of upper and lower case printing 🏠 Demonstrate basic knowledge of home row for keyboarding.	🏠 Central message 🏠 Compare 🏠 Contrast 🏠 Cultures 🏠 plot 🏠 setting 🏠 Characters

		<p>phonics and word analysis skills in decoding words.</p> <p>RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.2.3a - Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p> <p>SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>			
		<p>IL.SEL.K-2.2.B.1a - Describe the ways that people are similar and different.</p>		<ul style="list-style-type: none">  Plot  Character  Setting  Version 	
		<p>L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.5 - Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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).</p>			
May	<p> Grade 2 Poetry Analysis and Opinion Writing 4-6 Week ELA</p>				
	<p>Enduring Understandings </p>	<p>Essential Questions </p>	<p>Standards </p>	<p>Knowledge & Skills </p>	<p>Academic Language </p>
	<p> Students will understand how to analyze and synthesize skills learned using various texts, multiple models and citing evidence</p>	<p> 1. How can I use information from a variety of resources to formulate an opinion?</p>	<p>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.</p> <p>RL.2.10 - By the end of the year, read</p>	<p> A reader's connection between self, text, and world enhance comprehension.</p>	<ul style="list-style-type: none">  Vocabulary  Illustrations

to support opinion.

 Students will understand how to analyze a poem based upon its poetic devices.

 2. How can I use information from a variety of resources to change other's perspectives?

 3. What is a poem?

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 spelling-sound correspondences for additional common vowel teams.

RF.2.3c - Decode regularly spelled two-syllable words with long vowels.

RF.2.3d - Decode words with common prefixes and suffixes.

RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3f - Recognize and read grade-appropriate irregularly spelled words.

RF.2.4a - Read on-level text with purpose and understanding.

RF.2.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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


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. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)


SL.2.1a - 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).


 Two texts can be compared and contrasted.


 Questions can be answered from different sources.

 Listeners can share details and/or key ideas gained from read alouds, instruction or media sources.

 Others can use technology to show their ideas.

 A reader can learn to express their ideas or thoughts in a variety of ways.

 Demonstrate mastery of upper and lower case printing


 Demonstrate basic knowledge of home row for keyboarding.

 Print

 text

 Digital

 Connections






 Images

 Clarify

 Reasons

 Compare

 Contrast

		<p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.1c - Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	
		<p>RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 - Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.</p> <p>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.</p>	<ul style="list-style-type: none">  Vocabulary  Informational Text  Compare and Contrast  Text to Self  Text to World
		<p>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.</p> <p>W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	

June	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
July	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>