



Elementary School Teaching and Learning

2022-2023 Scope and Sequence

English Language Arts – Grade 2

FIRST NINE WEEKS	OVERVIEW
	<p>In Foundation Units 1-4, students will review digraphs, digraph blends, the spelling of /k/ sound, closed syllable type words, and vowel sounds. Students will read and spell words with bonus letters (ff, ll, ss, and sometimes zz), glued sounds, and suffixes –s, -es, -ed, -ing. Students will focus on reading fluently and retelling stories. Students will also begin their yearlong study of how to read and spell trick words, which are words that don't follow normal spelling patterns.</p> <p>The Reading Fundamentals Launch Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are reading.</p> <p>The Writing Fundamentals How Writer's Work Unit of Study helps students understand the writing process. Students will go through the writing process to get to know how and why writers write in the ways that they do.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: July 20 - August 9	Amplify Dibels Beginning of the Year Assessment
Restart: August 11 – August 31	
Traditional: September 6 - September 27	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units	22 Lessons	Orientation (English) Orientation (Spanish) Unit 1 (English) Unit 1 (Spanish) Unit 2 (English) Unit 2 (Spanish)	RF.2.2 Print all upper- and lowercase letters legibly and proportionally RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.5 Read with sufficient accuracy and fluency to support comprehension



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		Unit 3 (English) Unit 3 (Spanish) Unit 4 (English) Unit 4 (Spanish)	
Launching	18 Lessons	Reading Fundamentals Parent Letter NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative	<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>RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3: Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5: Know and use various text features to locate key facts or information in a text efficiently.</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> <p>RL.2.10: By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>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.</p> <p>RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.5: Know and use various text features to locate key facts or information in a text efficiently.</p> <p>RI.2.6: Identify the author's main purpose in a text, including what the author wants to answer, explain, or describe.</p>



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			<p>L.2.4: Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p>
How Writer's Work	14 Lessons	Parent Letter	<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 to connect opinion and reasons, and provide a concluding statement or section.</p> <p>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</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 transition words to signal event order, and provide a sense of closure.</p> <p>W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.2.5 Participate in shared research and writing projects.</p> <p>W.2.6 Recall information from experiences or gather information from provided sources to answer a question.</p>



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SECOND NINE WEEKS	OVERVIEW
	<p>In Foundations Units 5-8, students will learn how to read and spell two-syllable words. Students will learn about different types of two-syllable words, such as compound words and two-syllable words with closed and vowel-consonant-e syllables. They will also learn about open syllables and r-controlled syllables. Students will learn new prefixes and suffixes. They will continue to learn how to read and spell trick words.</p> <p>Throughout the Reading Fundamentals Fiction Unit of Study, students will study different types of fiction (fantasy, traditional, realistic). Students will develop an understanding of various forms, features, and purposes of fiction. Students will learn and apply reading skills, such as understanding narrative structure, identifying story elements, asking and answering questions, determining theme, and describing how characters respond to major events.</p> <p>The Writing Fundamentals Patricia Personal Narrative Unit of Study allows students to study personal narrative texts as both readers and writers. Using the narrative techniques learned through this unit, students will publish a narrative story that is meaningful and reflect what they have learned.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: November 28 – December 14	Amplify Dibels Middle of the Year Assessment

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Foundations Units	40 Lessons	Unit 5 (English) Unit 5 (Spanish) Unit 6 (English) Unit 6 (Spanish) Unit 7 (English) Unit 7 (Spanish) Unit 8 (English) Unit 8 (Spanish)	RF.2.2 Print all upper- and lowercase letters legibly and proportionally RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.5 Read with sufficient accuracy and fluency to support comprehension



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Fiction	20 Lessons	<p>Parent Letter - Fiction</p> <p>NCDPI ELA Parent Guide (English)</p> <p>NCDPI ELA Parent Guide (Spanish)</p> <p>Literacy at Home: Digital Reading Children's Initiative</p>	<p>RL.2.1 Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4 Describe how words and phrases supply rhythm, and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.</p> <p>RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character, when reading dialogue aloud.</p> <p>RL.2.7 Use information gained from the illustrations words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
Personal Narrative	24 Lessons	<p>Parent Letter</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 transition words to signal event order, and provide a sense of closure.</p> <p>W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.2.5 Participate in shared research and writing projects.</p> <p>W.2.6 Recall information from experiences or gather information from provided sources to answer a question.</p>



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THIRD NINE WEEKS	OVERVIEW
	<p>In Foundations Units 9-13, students will learn how to combine r-controlled syllables with other syllable types, double vowel syllable types, homophones, and vowel teams, such as ai, ea, and oy. Students will learn how to combine all syllable types to make multisyllabic words. They will also review suffix endings.</p> <p>Throughout the Reading Fundamentals Nonfiction Unit of Study, students will learn how to use nonfiction text to locate information, to deepen their understanding of topics. Students will apply nonfiction reading skills to help them ask and answer questions, identify the main topic, make connections, utilize text features, and determine the meanings of unknown words.</p> <p>The Writing Fundamentals Nonfiction Gail Gibbons Author Study will take students on a deep dive of Gail Gibbons texts as both a reader and writer. Students will study her writing to learn more about the features of nonfiction text. Students will publish a nonfiction writing piece by the end of this unit.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Restart: January 9 – January 30	Amplify Dibels Middle of the Year Assessment
Traditional: January 17 – February 8	

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UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units	45 Lessons	Unit 9 (English) Unit 9 (Spanish) Unit 10 (English) Unit 10 (Spanish) Unit 11 (English) Unit 11 (Spanish) Unit 12 (English) Unit 12 (Spanish) Unit 13 (English) Unit 13 (Spanish)	RF.2.2 Print all upper- and lowercase letters legibly and proportionally RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.5 Read with sufficient accuracy and fluency to support comprehension



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Nonfiction	18 Lessons	Parent Letter - Nonfiction NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative	<p>RI.2.1 Ask and answer such questions as who, what, where, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a 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 to locate key facts or information in a text efficiently.</p> <p>RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7 Explain how specific images contribute and clarify a text.</p> <p>RI.2.8 Identify the reasons an author gives to support ideas 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 grade 2, read and understand informational text within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>
Nonfiction: Gail Gibbons Author Study	24 Lessons		<p>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</p> <p>W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.2.5 Participate in shared research and writing projects.</p> <p>W.2.6 Recall information from experiences or gather information from provided sources to answer a question.</p>



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FOURTH NINE WEEKS	OVERVIEW
	<p>In Foundations Units 14-17, students will learn the sounds of ou and ow, as well as different vowel sounds such as oo, ue, ew, au, ew. Students will also learn about the consonant –le syllable type and review all 6 syllable types.</p> <p>The Reading Fundamentals Poetry Unit of Study will have readers learn and apply strategies to unlock the meaning of poems, while building their understanding of poetry as a genre. Students will learn strategies to work through unfamiliar text, understand the genre features of poetry, and how to determine and clarify the meaning of unknown and multiple meaning words.</p> <p>The Writing Fundamentals Letter Writing Unit of Study will have students identify the structural features of letters, examine the voice, tone, and purpose, and how illustrations enhance the content. Students will publish a letter that allows them to share their opinion by the end of this unit.</p>
ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
Year Round: May 2 – May 22	Amplify Dibels End of the Year Assessment
Restart: May 4 – May 24	
Traditional: May 5 – May 25	

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UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units	35 Lessons	Unit 14 (English) Unit 14 (Spanish) Unit 15 (English) Unit 15 (Spanish) Unit 16 (English) Unit 16 (Spanish) Unit 17 (English) Unit 17 (Spanish)	RF.2.2 Print all upper- and lowercase letters legibly and proportionally RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.5 Read with sufficient accuracy and fluency to support comprehension
Poetry	18 Lessons	Parent Letter - Poetry	RL.2.4 Describe how words and phrases supply rhythm, and meaning in a story, poem, or song. RI.2.10 By the end of grade 2, read and understand informational text within the 2-3 text complexity band



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		NCDPI ELA Parent Guide (English) NCDPI ELA Parent Guide (Spanish) Literacy at Home: Digital Reading Children's Initiative	<p>proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p> <p>L.2.4 Determine and/or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading from an array of strategies: context clues, word parts, word relationships, and reference materials.</p>
Letter Writing: Opinion Writing	25 Lessons	Parent Letter	<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 to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p> <p>W.2.5 Participate in shared research and writing projects.</p> <p>W.2.6 Recall information from experiences or gather information from provided sources to answer a question.</p>

*Amplify Dibels:

Universal benchmarking measures your child’s literacy development. It helps determine where your child stands in reading and flags any literacy areas where they are at risk of falling behind. Benchmarking is completed three times a year: beginning, middle, and end of year.