

	Name of Course: English Language Arts (Reading and Comprehension) Number of Days: 30 Days
	Unit One: You Are Here
Essential Questions	How do different places affect us?
Weekly Lessons	Unit 1, Week 1 Unit 1, Week 2 Unit 1, Week 3 Unit 1, Week 4 Unit 1, Week 5
Content Standards	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.2.3 Describe how characters in a story respond to major events and challenges. 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. 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.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.a Read grade-level text with purpose and understanding. RF.2.4.c 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.2.1.a 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.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	
Concepts and subskills	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its setting. Determine the central message, lesson, or moral of stories from diverse cultures. Answer questions about who, what, where, when, why, and how. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters. Ask questions about who, what, where, when, why, and how. Identify the main topic of a multiparagraph text. Identify the main purpose of a text. Describe how words and phrases supply meaning in a poem. Describe how words and phrases supply rhythm (regular beats, alliteration, rhymes, repeated lines). Describe how characters in a story respond. Know grade-level phonics skills in decoding words. Recognize grade-appropriate irregularly spelled words.	Practices • Read Aloud • Listening Comprehension • Shared Reading • Check for understanding
Content Objectives "I can Statements"	Make connections to personal experiences, ideas, and other texts, and community. Interact with sources in meaningful ways. Describe the importance of the setting. Generate questions about the text. Use text evidence to support an appropriate response. Recognize central ideas and supporting ideas.	

	Respond using newly acquired vocabulary. Explain visual patterns and structures in poetry.
Content Vocabulary	affect, different, compare, location, region, community, goods and services.
Assessments, Products, Projects	Check for Understanding
Text, Materials, and Resources	My View Student Interactive, Decodables, Mentor Text Wilson Foundations

	Name of Course: English Language Arts (Reading and Comprehension) Number of Days: 30 Days
	Unit Two: Nature's Wonders
Essential Questions	What patterns do we see in nature?
Weekly Lessons	Unit 2, Week 1 Unit 2, Week 2 Unit 2, Week 3 Unit 2, Week 4 Unit 2, Week 5
Content Standards	RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 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. 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. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 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. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8 Describe how reasons support specific points the author makes in a text. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.a Read grade-level text with purpose and understanding. RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.c 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.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. 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.2.6 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 here for specific expectations.)	
Concepts and subskills	Identify the main purpose of a text. Ask questions about who, what, where, when, why, and how. Determine the meaning of words and phrases. Use subheadings to locate key facts or information. Identify the main topic of a multiparagraph text. Describe how words and phrases supply meaning. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters.	Practices ● Read Aloud ● Listening Comprehension ● Shared Reading ● Check for understanding

	Determine the central message, lesson, or moral of stories from diverse cultures. Describe how words and phrases supply meaning in a story. Describe how characters in a story respond. Describe how characters respond to major events. Know and use various text features. Identify the focus of specific paragraphs. Know grade-level phonics skills in decoding words. Recognize grade-appropriate irregularly spelled words.	
Content Objectives "I can Statements"	I can recognize characteristics and structures of informational text, including organizational patterns such as chronological order cause and effect explicitly stated. I can use context within and beyond a sentence to determine the meaning of unfamiliar words. I can generate questions about a text before, during and after reading. I can write brief comments on a text that shows an understanding of the text. I can interpret information on a map. I can recognize characteristics and structure of informational text. I can make, confirm or correct predictions using text features, characteristics of a genre and structure. I can use print or digital resources to determine the meaning and pronunciation of unknown words. I can use text evidence to support an appropriate response I can make connections to my life, society or other texts. I can describe and understand plot, setting and story elements. I can make inferences and use evidence to support understanding. I can discuss how the text structure contributes to the author's purpose. I can create mental images to deepen understanding. I can understand there are patterns in the natural world and among objects in the sky. I can describe a main character's internal and external traits. I can evaluate details read to identify key ideas.	
Content Vocabulary	behavior, evidence, identify, similar, design	
Assessments, Products, Projects	Check for Understanding	

Text, Materials, and Resources	My View Student Interactive, Decodables, and Mentor Text Wilson Foundations
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	Name of Course: English Language Arts (Reading and Comprehension) Number of Days: 30 Days
	Unit Three: Our Traditions
Essential Questions	<i>What Makes a Tradition?</i>
Weekly Lessons	Unit 3: Week 1 Unit 3: Week 2 Unit 3: Week 3 Unit 3: Week 4 Unit 3: Week 5
Content Standards	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.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 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.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 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. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 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.2.1.a 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.2.1.c Ask for clarification and further explanation as needed about the topics

	and texts under discussion. 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. L.2.4 Determine 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. L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	
Concepts and subskills	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its setting. Determine the central message, lesson, or moral of stories from diverse cultures. Answer questions about who, what, where, when, why, and how. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters. Ask questions about who, what, where, when, why, and how. Identify the main topic of a multiparagraph text. Identify the main purpose of a text. Describe how words and phrases supply meaning in a poem. Describe how words and phrases supply rhythm (regular beats, alliteration, rhymes, repeated lines). Describe how characters in a story respond.	Practices ● Read Aloud ● Listening Comprehension ● Shared Reading ● Check for understanding

	Know grade-level phonics skills in decoding words. Recognize grade-appropriate irregularly spelled words.	
Content Objectives "I can Statements"	I can read fables and identify their themes. I can use language to make connections between reading and writing. I can use figurative language and sound devices to write poetry. I can learn more about traditions by reading about Native American life. I can use figurative language and sound devices to write poetry.	
Content Vocabulary	communication, culture, purpose, belief, maintain	
Assessments, Products, Projects	Check for Understanding. • Daily Formative Assessment Options • Progress Check-Ups on SavvasRealize.com • Cold Reads on SavvasRealize.com • Writing Workshop Performance-Based Assessment on SavvasRealize.com • Writing Workshop Assessment	
Text, Materials, and Resources	My View Student Interactive, Decodables, and Mentor Text Wilson Foundations	

	Name of Course: English Language Arts (Reading and Comprehension) YEAR: 2021-2022 Team Members: Kellie Harte, Kristin Callahan, Katara Harding, Janey Tomasz, Shannon Haley, Marianne Gasbarro Number of Days: 30 Days				
	Unit Four: Making a Difference				
Essential Questions	Why is it important to connect with other people?				
Weekly Lessons	Unit 4: Week 1 Unit 4: Week 2 Unit 4: Week 3 Unit 4: Week 4 Unit 4: Week 5				
Content Standards	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.10 By the end of the year, read 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. 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. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 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. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8 Describe how reasons support specific points the author makes in a text. 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. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.a Read grade-level text with purpose and understanding. RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.c 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.2.1.a 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.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others. 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. L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.a Compare formal and informal uses of English NA_RI_2_1_2 NA_RL_2_2_1 NA_RI_2_3_1 NA_RL_2_4_1 NA_RI_2_8_2 NA_RI_2_6_1 NA_RL_2_7_1 NA_RF_2_3_1 NA_RF_2_3_f_1 NA_RL_2_2_4	
Concepts and subskills	Answer questions about who, what, where, when, why, and how.	Practices Practices • Read Aloud

	Determine the central message, lesson, or moral of stories from diverse cultures. Recount stories from diverse cultures. Describe connections between a series of historical events. Describe how words and phrases supply meaning. Describe how reasons support specific points the author makes in a text. Identify the main purpose of a text. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters. Know grade-level phonics skills in decoding words. Recognize grade-appropriate irregularly spelled words.	• Listening Comprehension • Shared Reading • Check for understanding
Content Objectives "I can Statements"	• <i>I know about narrative nonfiction and understand its elements.</i> • <i>I can recognize chronological order and other text structures in a biography.</i> • <i>I can read a biography and use print and graphic features.</i> • <i>I can use text features to better understand a biography and connect it to society.</i> • <i>I can use language to make connections between reading and writing narrative nonfiction.</i> • <i>I can identify and discuss the theme or lesson of a realistic fiction story.</i> • <i>I can read a biography and understand its text structure.</i> • <i>I can use text structure in a biography to confirm or adjust predictions while reading.</i> • <i>I can learn about making a difference by reading a persuasive text.</i> • <i>I can understand the characteristics of a persuasive text and monitor comprehension.</i>	
Content Vocabulary	Unit Vocabulary discuss, connect, responsible, equal, improve	
Assessments, Products, Projects	<i>Check for Understanding</i> <i>Assessment Options for the Week</i> • <i>Daily Formative Assessment Options</i> • <i>Progress Check-Ups on SavvasRealize.com</i> • <i>Cold Reads on SavvasRealize.com</i> • <i>Writing Workshop Performance-Based Assessment on SavvasRealize.com</i> • <i>Writing Workshop Assessment</i>	
Text, Materials, and Resources	My View Student Interactive, Level Readers, Decodables and Mentor Text.	

	Name of Course: English Language Arts (Reading and Comprehension)
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	Number of Days: 30 Days
	Unit Five: Our Incredible Earth
Essential Questions	How Does Earth Change?
Weekly Lessons	Unit 5: Week 1 Unit 5: Week 2 Unit 5: Week 3 Unit 5: Week 4 Unit 5: Week 5
Content Standards	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. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.10 By the end of the year, read 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. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic. 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. RF.2.4 Read with sufficient accuracy and fluency to support comprehension. RF.2.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 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.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. 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.2.6 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 here for specific expectations.) L.2.3 Use knowledge of language and its conventions when writing, speaking,

	reading, or listening. L.2.4 Determine 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.	
Concepts and subskills	Describe connections between a series of historical events. Identify the main purpose of a text. Ask questions about who, what, where, when, why, and how. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters. Compare and contrast the most important points presented by two texts on the same topic. Answer questions about who, what, where, when, why, and how. Describe connections between scientific ideas or concepts. Describe how words and phrases supply rhythm (regular beats, alliteration, rhymes, repeated lines). Recount stories from diverse cultures. Know grade-level phonics skills in decoding words. Recognize grade-appropriate irregularly spelled words.	Practices Practices • Read Aloud • Listening Comprehension • Shared Reading • Check for understanding
Content Objectives "I can Statements"	• I can find the central idea in informational text and make inferences. • I can explain the patterns and structures found in a poem and make connections. • I can read poetry about Earth. • I can identify the elements of a play and confirm or adjust predictions. • I can read a reader's theater and understand elements of drama. • I can use language to make connections between reading and writing informational text. • I can read informational text and learn facts about a topic. • I can use language to make connections between reading and writing informational texts. • I can make connections and monitor comprehension of an informational text. • I can compare and contrast important points from two texts and develop new understanding.	

Content Vocabulary	Unit Vocabulary destroy, environment, reaction, balance, resources
Assessments, Products, Projects	Check for Understanding Assessment Options for the Week • Daily Formative Assessment Options • Progress Check-Ups on SavvasRealize.com • Cold Reads on SavvasRealize.com • Writing Workshop Performance-Based Assessment on SavvasRealize.com • Writing Workshop Assessment
Text, Materials, and Resources	My View Student Interactive, Decodables, and Mentor Text Wilson Foundations