



### Unit 1

## Fortunes and Feats: Fairy Tales and Tall Tales

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can comparing fairy tales and tall tales help us understand the problems characters face and the lessons they teach?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students are introduced to diverse fairy tales. While reading these stories, students consider characteristic elements of fairy tales and the problems characters face, as well as the lessons each story conveys. Students then delve into tall tales. In doing so, they learn about the characteristics of tall tales, such as the use of exaggeration and larger-than-life characters. Students will use their knowledge of the elements and characteristics of fairy tales and tall tales to write about a scene from a story and rewrite a fairy tale of their own.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How can understanding the characters, setting, and events in stories from different cultures help us figure out the lesson, message or moral the author wants to share? RL.2.2
- How do the pictures help you understand what just happened in the story? RL.2.7
- **How are two different fairy tales similar or different in setting, characters, or lesson? RL.2.9**
- **Choose two tall tales. How were they alike? How were they different? RL.2.9**
- **How do fairy tales from different cultures compare with each other? RL.2.9**
- What is your favorite fairy tale or tall tale, and why? W.2.1, SL.2.1

- **How do spelling, punctuation, and capitalization help make our writing clear and easy to understand? W.2.10**

### Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **W.2.10** Demonstrate command of the conventions of standard English grammar and usage when writing.

### Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **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 lesson, moral or central message.
- **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.2.10.a** Compare formal and informal uses of English.
- **RL.2.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RL.2.12.a** Identify real-life connections between words and their use.
- **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.

- **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.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
- **W.2.11.b** Use commas in greetings and closings of letters.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **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.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally through media.
- **SL.2.3** Ask and answer questions about what a speaker says 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 with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS

## Second Grade

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### Unit 2

## The Birthplace of Democracy: Ancient Greece

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can asking and answering questions about stories from the past help us understand how they still shape our world today?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students explore different civilizations and see the ways in which parts of that world are present in our world—in language, government, art, architecture, the Olympics, and more. Students learn about the emergence of democracy throughout historical texts. In this domain, students practice collecting and synthesizing information to understand its different characteristics about a place. They work independently to write a short opinion paragraph.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What questions can you ask about the text as you read? RL.2.1**
- **How do the events connect or build on each other throughout the story? RL.2.1**
- How does the illustration help you learn more about the character? RL.2.7
- How do maps, illustrations, or diagrams help you better understand what you read? RI.2.5
- How can you improve your writing by listening to feedback and making changes? W.2.5
- **How can we use a graphic organizer to collect and remember information that helps us answer a question? W.2.8**
- How can we clearly share what we learned by retelling key ideas and details from what we hear or see? SL.2.2

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.1** Ask and answer such questions as who, what, where, when, why and how to determine understanding of key details in a text.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.3.h** Apply the jobs of y when acting as a long vowel in one-syllable or multi-syllable word (e.g., cry, baby) or a short i (e.g., gym, myth).
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.2.6** Acknowledge differences in the point 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 illustrations and words in print or digital text to demonstrate understanding of its characters, setting or plot.
- **RL.2.10** Use knowledge of language and its conventions.
- **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.2.5** 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.2.10** Use knowledge of language and its conventions.
- **RI.2.11.b** Determine the meaning of the new word formed when a known prefix

is added to a base word (e.g., happy/unhappy, do/redo).

- **RI.2.12.a** Identify real-life connections between words and their use.
- **RI.2.12.b** Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
- **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.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **W.2.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **W.2.10.f** Produce, expand and rearrange complete simple and compound sentences.
- **SL.2.2** Recount and describe key ideas or details from a text read aloud, information presented orally or through media.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.
- **SL.2.6** Produce complete sentences when appropriate to task and situation, including requested detail or clarification and proper usage of English grammar.
- **SL.2.8** Use phrases and words, including adjectives and adverbs to describe, which have been acquired through conversations, reading, read-alouds and text responses.



### Unit 3

## Legends and Heroes: Greek Myths

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can understanding the characters, events, and structure of a story help us describe what happens and predict what might come next?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students explore several well-known Greek myths and mythical creatures. Students examine story elements in myths and learn about common characteristics in these compelling stories. They also practice sequencing story events and use information from the text to make predictions about the events in a story. Students write a brief summary and independently craft a narrative retelling.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **Who are the main characters, and what challenges do they face? RL.2.3**
- **What do the characters' actions tell us about what they value or believe? RL.2.3**
- How do the events in the middle of a story help solve the problem? RL.2.5
- How can noticing how characters think and feel help us understand their point of view in a story? RL.2.6
- What in the picture shows where the story is taking place? RL.2.7
- **How can a story about one event use details, feeling words, and words like first, next, and last? W.2.10**

### Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

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

- **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.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.3.h** Apply the jobs of y when acting as a long vowel in one-syllable or multi-syllable word (e.g., cry, baby) or a short i (e.g., gym, myth).
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **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 lesson, moral or central message.
- **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.
- **RL.2.7** Use information gained from illustrations and words in 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 by different authors or from different cultures.
- **RI.2.11** Determine or clarify the meaning of unknown and multiple-meaning

words and phrases to expand language comprehension.

- **RL.2.12** Demonstrate understanding of word relationships and nuances in word meaning.
- **RL.2.12.a** Identify real-life connections between words and their use.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10.e** Use adjectives and adverbs and choose between them depending on what is to be modified.
- **SL.2.2** Recount and describe key ideas or details from a text read aloud, information presented orally or through media.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS

## Second Grade

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### Unit 4

## Our Planet: Cycles in Nature

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can identifying an author's purpose help us explain how Earth's natural cycles work together?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will explore the developmental stages within the life cycle of organisms. They will also learn about how these organisms depend on the earth's water supply as well as how their growth and development relate to Earth's seasonal cycles. Students will use note-taking tools to collect and synthesize information they have learned. They will work on a shared research project with their class and independently write, edit, and revise an informative paragraph.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do word choices like rhyme, repetition, and rhythm help bring poems and stories to life? RL.2.4
- What does the living organism need to move to the next stage in their life cycle? RI.2.3
- **What question do you think the author is trying to answer? RI.2.6**
- **What is the main purpose of this text? RI.2.6**
- **When writing, can you add more details to help the reader understand? W.2.5**
- **When writing, does each sentence help tell more about your topic? W.2.5**

### Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe.

- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **RF.2.3.b** Know correspondences for additional common vowel teams (e.g., steak).
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **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.
- **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.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.10.a** Compare formal and informal uses of English.
- **RI.2.11.b** Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).
- **RI.2.11.c** Use a known root word as a clue to the meaning of an unknown word with the same root.
- **RI.2.11.d** Use knowledge of the meaning of individual words to define the

meaning of compound words (e.g., birdhouse).

- **RI.2.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RI.2.12.a** Identify real-life connections between words and their use.
- **RI.2.12.b** Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
- **W.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally through media.
- **W.2.3** Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- **W.2.10.c** Use reflexive pronouns (e.g., myself).
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **SL.2.2** Recount and describe key ideas or details from a text read aloud, information presented orally or through media.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.
- **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.

# ENGLISH LANGUAGE ARTS

## Second Grade

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### Unit 5

#### Butterflies, Bees, and Beetles: Insects

#### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can identifying the main topic and key details in a text help us understand what makes living things unique and important?

#### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students learn about the characteristics of insects—the largest group of animals on Earth. They also consider helpful and harmful aspects of insects. In addition, they develop their writing and argumentation skills in preparation for crafting an opinion piece about which insect would make the best neighbor. They research, collect, synthesize, and record information about insects.

#### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **What is the main topic of this story? RI.2.2**
- **What is the main topic of the paragraph? RI.2.2**
- **How does this paragraph help you understand the main topic? RI.2.2**
- **What part of the story helped you think \_\_\_\_\_ (insert something about the insect you are discussing)? SL.2.1**
- **Can you rephrase a peer or text in your own words? SL.2.1**
- What do you think about the topic? W.2.1
- Can you give a reason to support your opinion? W.2.1

#### Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **SL.2.1** Participate in collaborative conversations with diverse partners about

topics and texts with peers and adults in small and larger groups to expand language comprehension.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.b** Know correspondences for additional common vowel teams (e.g., steak).
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **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.2.11.c** Use known root word the meaning of unknown word with the same root (e.g., happy/unhappy, do/redo).
- **RI.2.12** Demonstrate understanding of word relationships and nuances in word meanings.
- **RI.2.12.a** Identify real-life connections between words and their use.
- **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.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number 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.
- **W.2.10.a** Use collective nouns when writing.
- **SL.2.2** Recount and describe key ideas or details from a text read aloud, information presented orally or through media.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS

## Second Grade

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### Unit 6

## A House Divided: The American Civil War

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can the author's reasons help us understand important people, places, or events from the Civil War?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students investigate the people, places, and pivotal moments of the American Civil War through carefully curated texts, rich picture books, and primary-source read-alouds. Students gather facts from multiple texts about a chosen Civil War event to write an informative piece.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do the events or steps in a text work together to help us understand what is happening or being explained? RI.2.3
- **How can we find the reasons an author gives to help us understand their main point? RI.2.8**
- **What are the reasons an author provides for why something occurred? RI.2.8**
- How can we learn more about a person or event in history by comparing what different texts tell us? RI.2.9
- How do writers share what they know by using facts and details to explain a topic clearly? W.2.2
- **How can we check our spelling of unknown words when working with informational text? W.2.11**
- How can asking questions help us understand what we read and learn more during discussions? SL.2.1.c

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.8** Describe how reasons support specific points the author makes in a text.
- **W.2.11.e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.b** Know correspondences for additional common vowel teams (e.g., steak).
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh)
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **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.2.7** 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.
- **RI.2.10** Use knowledge of language and its conventions.
- **RI.2.10.a** Compare formal and informal uses of English.
- **RI.2.11.c** Use a known root word as a clue to the meaning of an unknown word with the same root.
- **RI.2.12** Demonstrate understanding of word relationships and nuances in word meanings.

- **RI.2.12.a** Identify real-life connections between words and their use.
- **W.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally through media.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **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, information presented orally through media.
- **SL.2.3** Ask and answer questions about what a speaker says 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 with appropriate volume, enunciation and rate in coherent sentences.

# ENGLISH LANGUAGE ARTS

## Second Grade

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### Unit 7

## Sounds and Stanzas: Poetry

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can we use poetry elements to share a special memory that helps others understand and enjoy our writing?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will explore poetry elements like lines, stanzas, rhyme, alliteration, personification, and anaphora. They will analyze how these devices enrich meaning and engage readers, then apply them in crafting their own poems. Each student will compose a memory poem about a joyful experience and present it to the class, providing context to deepen the audience's understanding.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do the sounds and patterns in words help us understand and enjoy poetry? RL.2.4
- **How can comparing different versions of the same story help us understand ideas, characters, and cultures more deeply? RL.2.9**
- **How can we figure out what unknown words mean—especially when a word can have more than one meaning—so we better understand what we read? RL.2.11**
- How can we use digital tools to help us share our writing and ideas with others? W.2.6
- How can talking and listening to others help us understand texts and ideas better? SL.2.1
- **How can we use clear words, details, and our voice to tell a story that others can understand and enjoy? SL.2.4**

- How do sound and visuals work together to show our ideas, thoughts, and feelings clearly? SL.2.5

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.9** Compare and contrast two or more versions of the same story by different authors or from different cultures.
- **RL.2.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **RL.2.1** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key detail in a text.
- **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** Use knowledge of language and its conventions.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **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, information presented orally through media.
- **SL.2.3** Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
- **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.2.6** Produce complete sentences when appropriate to task and situation, including requested detail or clarification and proper usage of English grammar.
- **SL.2.7** Demonstrate command of the conventions of standard English grammar and usage when speaking.
- **SL.2.8** Use phrases and words, including adjectives and adverbs to describe, which have been acquired through conversations, reading, read-alouds and text responses.



## Unit 8

### Journeys to America: Immigration

#### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can understanding the main topic and the focus of each paragraph help us write clear and meaningful stories about a new immigrant's journey to the United States?

#### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will explore why people immigrated to the United States, examining push and pull factors, settlement choices, and the path to citizenship through key documents like the Constitution and Bill of Rights. The unit encourages personal connections for students from immigrant families and includes writing summaries about immigration and narratives about a new immigrant's experience.

#### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- **How does understanding the main topic of a paragraph help you understand the main topic of the entire text? RI.2.2**
- **What is the main topic of the text? RI.2.2**
- What can we learn from the pictures and maps that we might not understand from the text alone? RI.2.7
- **What happened first, next, and last in your story? W.2.3**
- **How can you add more details to show what you saw, thought or felt during each part of your writing? W.2.3**
- Why is it important to ask for more information when we're confused or curious during a conversation or lesson? SL.2.1.c
- What is something the speaker said that you are still wondering about, and what question could you ask to better understand it? SL.2.3

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **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.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **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.2.6** 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.
- **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **RI.2.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **RI.2.11.b** Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).
- **RI.2.12** Demonstrate understanding of word relationships and nuances in word

meanings.

- **RI.2.12.a** Identify real-life connections between words and their use.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.10** Demonstrate command of the conventions of standard English grammar and usage when writing.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
- **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, information presented orally or through media.
- **SL.2.3** Ask and answer questions about what a speaker says 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, including requested detail or clarification and proper usage of English grammar.

# ENGLISH LANGUAGE ARTS

## Second Grade

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### Unit 9

## Early Asian Civilizations: India and China

### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How does understanding the meaning of new or challenging words help us explain how ancient India and China became powerful civilizations?

### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will study how early civilizations in India and China developed around powerful rivers, focusing on the roles of farming, cities, government, and writing. They will practice informative writing by gathering and organizing facts from texts and use the full writing process to create a well-structured piece based on their learning.

### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How can understanding the characters and events in folktales from around the world help us identify the lesson or message the author wants to share? RL.2.2
- **How can learning the meaning of new words help us talk and write more clearly about what we read? RL.2.11**
- How can we use facts and details to teach others about a topic through our writing? W.2.2
- How can working together to read and gather information help us learn more and write about a topic clearly? W.2.7
- **How can sharing ideas and listening to others in group discussions help us understand topics and texts better? SL.2.1**

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RL.2.11** Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
- **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.c** Decode regularly spelled two-syllable words with long vowels.
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **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 lesson, moral or central message.
- **RL.2.3** Describe how characters in a story respond to major events and challenges.
- **RI.2.2** Identify the main topic of multi-paragraph 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.2.12** Demonstrate the understanding of word relationships and nuances in word meanings.
- **RI.2.12.a** Identify real-life connections between words and their use.
- **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.

- **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.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **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.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number 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.
- **W.2.10.d** Form and use past tense of frequently-occurring irregular verbs (e.g., told).
- **SL.2.2** Recount or describe key ideas or details from a text read aloud, information presented orally or through media.

# ENGLISH LANGUAGE ARTS

## Second Grade

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### Unit 10

## Taking Flight: The Age of Aviation

#### Essential Question

*This question guides the student experience throughout the unit and is open-ended and enduring.*

How can we use what we read about aviators and flight to understand what the author wants to explain, describe or help us learn?

#### Unit Summary

*This summary provides high-level information about the main learning outcomes within this unit.*

Students will study the science of flight through the concept of lift, explore early flying machine successes and failures, and examine flight's global impact. Through researching historic aviators, they will learn how determination drives achievement. Students will practice inquiry and research skills to create informational texts for an Aviators Hall of Fame.

#### Guiding Questions

*At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.*

- How do asking and answering questions like who, what, where, when, why, and how help us understand what we read? RI.2.1
- **Why is it important to know why an author wrote a text, and how can that help us understand what we are reading? RI.2.6**
- How can comparing two texts on the same topic help us understand what is most important to learn? RI.2.9
- **How can we use a graphic organizer to collect and remember information that helps us answer a question? W.2.8**
- **How do spelling, punctuation, and capitalization help make our writing clear and easy to understand? W.2.11**
- How can listening carefully help us remember and share the most important ideas from what we hear or see? SL.2.2.
- How can using clear words, details, and speaking skills help us tell a story or share something that happened? SL.2.4

## Power Standards

*These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.*

- **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain or describe.
- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- **W.2.11** Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

## Supporting Standards

*These state standards are included in the student learning experiences for this unit and may be assessed.*

- **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RF.2.3.c** Decode regularly spelled two-syllable words with long vowels.
- **RF.2.3.d** Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- **RF.2.3.f** Recognize and read grade-appropriate words.
- **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **RF.2.4.a** Read text with purpose and understanding.
- **RF.2.4.b** Read text orally with accuracy, prosody, and appropriate rate.
- **RF.2.4.c** Use the four-part processing model to affirm or self-correct to increase accuracy in fluent reading.
- **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.2.9** Compare and contrast the most important points presented by two texts on the same topic.
- **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **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, information presented orally or through media.

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