

## 2<sup>nd</sup> Grade ELA Units

<p><b>Unit 1: Quarter 1</b> Cynthia Rylant Author Study</p> <p><b>Unit Description</b> This unit will focus on studying the author Cynthia Rylant, a prolific writer of books for readers ranging from preschool to young adult. She has created many books in a series, affording readers the opportunity to continue reading about favorite characters and settings. Students will listen to and read both picture books and chapter books to develop an understanding of the author's life and how her experiences influenced the stories and themes in her books.</p>	<p><b>Anchor Text(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Mr. Putter and Tabby</i></li> <li>• <i>Henry and Mudge</i></li> <li>• <i>Various guided reading books</i></li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What can we learn from Cynthia Rylant to help us as writers?</li> <li>• What is the overall structure of fiction texts?</li> <li>• How do illustrations help a reader understand the text?</li> <li>• How do major events impact characters in a story?</li> </ul>	<p><b>Reading Standards</b></p> <p>RL 2.1 <del>Ask and</del> answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL 2.3 Describe <del>how</del> characters in a story <del>respond to major events and challenges.</del></p> <p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</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><b>Writing Standards</b></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><b>Speaking and Listening</b></p> <p>*See page 9</p>	<p><b>Language Standards</b></p> <p>L 2.1e Use adjectives</p>

<p><b>Unit 2: Quarter 1</b> Overcoming Challenges</p> <p><b>Unit Description</b> Learning about special needs and disabilities is the focus of this unit. Students will read informational texts to learn about how people can be different. This unit also includes a biography study of Helen Keller and a study of animal helpers.</p>	<p><b>Anchor Text(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Some Kids Use Wheelchairs</i></li> <li>• <i>World's Greatest Underachiever</i></li> <li>• <i>A Girl Named Helen Keller</i></li> <li>• <i>Can You Hear a Rainbow?</i></li> <li>• <i>Various leveled guided reading texts</i></li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do people with special needs overcome challenges?</li> <li>• How are people with special needs just like you?</li> <li>• How does asking questions before, during and after reading help a reader?</li> <li>• How do you determine the main topic of a text?</li> <li>• How does thinking about the author's purpose help me understand the text better?</li> </ul>	<p><b>Reading Standards</b></p> <p>RI 2.1 Ask and answer such questions as <i>who, what, where, when why, and how</i> 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 2.6 Identify the main purpose of a text including what the author wants to answer, explain or describe.</p>	<p><b>Writing Standards</b></p> <p>W 2.3 Write narratives in which they recount a well-elaborate event or short sequence of events, including details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure.</p>
		<p><b>Speaking and Listening</b></p> <p>*See page 9</p>	<p><b>Language Standards</b></p> <p>L 2.1a Use collective nouns (e.g. group)</p>

<p><b>Unit 3: Quarter 2</b> Homes</p> <p><b>Unit Description</b> Students will explore the meaning of “home” and come to understand the similarities and differences in what children around the world consider their home. This set builds on the idea of appreciating differences and reading literature as a way to teach life lessons.</p>	<p><b>Anchor Text(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Town Mouse and Country Mouse</i></li> <li>• <i>The Best Place</i></li> <li>• <i>Fly Away Home</i></li> <li>• <i>The Big Orange Splot</i></li> <li>• <i>Various Leveled Guided Reading Texts</i></li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How is everyone's idea of home different?</li> <li>• What details does the author provide to show that the home in the story is the best home for the character(s)?</li> </ul>	<p><b>Reading Standards</b></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>RL 2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</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><b>Writing Standards</b></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><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is the overall structure of fiction text?</li> <li>• How do major events impact characters in a story?</li> <li>• How does asking questions help a reader understand the text?</li> <li>• How do the illustrations aid the understanding of the text?</li> </ul>	<p><b>Speaking and Listening</b></p> <p>*See page 9</p>	<p><b>Language Standards</b></p> <p>L 2.2a Capitalize holidays, products names, and geographic names.</p> <p>L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p>

<p><b>Unit 4: Quarter 2</b> Cycles in Nature</p> <p><b>Unit Description</b> During this unit second grade students will study different cycles in nature. Specifically, there will be a focus on plant life cycles, animal life cycles. During the last week of the unit students will study other life cycles such as how milk changes to ice cream or how bean become chocolate.</p>	<p><b>Anchor Text(s)</b></p> <ul style="list-style-type: none"> <li>• <i>From Bulb to Daffodil</i></li> <li>• <i>Insect Life Cycle</i></li> <li>• <i>Sea Turtle</i></li> <li>• <i>From Mil to Ice Cream</i></li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What cycles do we find in the natural world?</li> <li>• What is the same and different about the cycles in nature we have read about?</li> <li>• How do readers use text features to find information about a topic? Why is it important to study illustrations n a text and how do they help you understand what you are reading?</li> <li>• How do readers determine the meaning of unknown words?</li> <li>• How do authors explain a series of connected events or concepts</li> <li>• How do readers find similarities and differences in a text?</li> </ul>	<p><b>Reading Standards</b></p> <p>RI 2.3 Describe the connection between a series of scientific ideas or concepts 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 (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p><b>Writing Standards</b></p> <p>W 2.2 Write informative/explanatory texts in which they introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
		<p><b>Speaking and Listening</b></p> <p>*See page 9</p>	<p><b>Language Standards</b></p> <p>L 2.1 e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L 2.2 e Consult reference materials, including dictionaries as needed to check and correct spellings.</p>

<p><b>Unit 5: Quarter 3</b> Memorable Americans</p> <p><b>Unit Description</b> In this unit, students learn about famous Americans and their role in history. This builds on students' knowledge of US presidents and other famous Americans that made contributions to the United States. Students study various characteristics of famous Americans, such as perseverance, determination, and standing up for what is just. Students explore the differences between being famous and being a hero.</p>	<p><b>Anchor Text(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Susan B. Anthony</i></li> <li>• <i>National Geographic Kids Amelia Earhart</i></li> <li>• <i>George Washington by Gilpin</i></li> <li>• <i>Martin Luther King, Jr. by Tonya Leslie</i></li> <li>• <i>Scholastic Easier Reader Biographies</i></li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why are these individuals memorable Americans?</li> <li>• How do readers use text features to find information about a topic?</li> <li>• How do authors explain important events in a biography?</li> <li>• How do you determine the main topic of a text?</li> <li>• How do readers determine the reasons an author uses to support a specific point from a text?</li> </ul>	<p><b>Reading Standards</b></p> <p>RI 2.1 Ask and answer such questions as <i>who, what, where, when why, and how</i> 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 connection between a series of scientific ideas or concepts in a text.</p> <p>RI 2.8 Describe how reasons support specific points the author makes in a text.</p>	<p><b>Writing Standards</b></p> <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. <i>because, and, also</i>) to connect opinions and reasons and provide a concluding statement or section.</p>
		<p><b>Speaking and Listening</b></p> <p>*See page 9</p>	<p><b>Language Standards</b></p> <p>L 1.1h Use determiners (e.g. articles, demonstratives).</p>

<p><b>Unit 6: Quarter 3</b> Poetry</p> <p><b>Unit Description</b> This unit is designed to engage students with the sights and sounds of poetry. Students will listen to poetry, read it to themselves and aloud, ponder what the poet is saying, notice literary techniques the poet uses (repetition, rhythms, rhyme, and alliteration), and interact with the message of the poem. During the unit, students will choose favorite poems for their Poetry Journal. In addition to reading poetry, students will also be writing their own poetry which will be compiled into a poetry anthology at the conclusion of the unit.</p>	<p><b>Anchor Text(s)</b></p> <ul style="list-style-type: none"> <li>• <i>New Kid on the Block</i></li> <li>• <i>Where the Sidewalk Ends</i></li> <li>• <i>Take me out of the Bathtub</i></li> <li>• <i>Forget me Nots</i></li> <li>• <i>Miles of Smiles</i></li> <li>• <i>Rolling in the Aisles</i></li> <li>• <i>Giant Children</i></li> <li>• <i>Dirt on My Shirt</i></li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What makes this text a poem?</li> <li>• How is a poem different from prose?</li> <li>• What are poetic devices?</li> <li>• How do images and sounds help us understand the meaning of the poem?</li> </ul>	<p><b>Reading Standards</b></p> <p>RL 2.1 As and answer questions such as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text.</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><b>Writing Standards</b></p> <p>Students will create their own poetry anthology.</p>
		<p><b>Speaking and Listening</b></p> <p>*See page 9</p>	<p><b>Language Standards</b></p> <p>L 2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ol>

<p><b>Unit 7: Quarter 4</b> Fables, Folktales and Fairy Tales</p> <p><b>Unit Description</b> This is a five week unit on reading, writing and analyzing fables, folktales and fairy tales. Students will spend the first week studying folktales, weeks two and three will be spent studying fairy tales, week four will be spent comparing and contrasting fables and the unit will conclude with a reader's theater performance of different fables.</p>	<p><b>Anchor Text(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Stone Soup</i></li> <li>• <i>Cinderella</i></li> <li>• <i>3 Little Pigs</i></li> <li>• <i>Jack and the Beanstalk</i></li> <li>• <i>Lion and the Mouse</i></li> <li>• <i>Country Mouse and City Mouse</i></li> <li>• <i>Fox and Story</i></li> <li>• <i>The Boy that Cried Wolf</i></li> <li>• <i>Reader's Theater scripts</i></li> <li>• <i>Various Guided Readers</i></li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is the moral, lesson or central message of a folktale or fable?</li> <li>• What are the unique characteristics of a folktale, fairy tale or fable?</li> <li>• How are stories the same or different?</li> </ul>	<p><b>Reading Standards</b></p> <p>RL 2.1 Ask and answer such questions as <i>who, what, where, when why, and how</i> 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 2.6 Acknowledge difference in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p><b>Writing Standards</b></p> <p>W 2.3 Write narratives in which they recount a well-elaborate event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal events, order and provide a sense of closure.</p>
		<p><b>Speaking and Listening</b></p> <p>*See page 9</p>	<p><b>Language Standards</b></p> <p>L 2.1d Form and use the past tense of frequently occurring irregular verbs (e.g. <i>sat, hid, told</i>).</p> <p>L 2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L 2.2b Use commas in greetings and closings of letters.</p> <p>L 2.1f Expand sentences</p>

<p><b>Unit 8: Quarter 4</b> Save the Planet</p> <p><b>Unit Description:</b></p> <p>During this three week unit students will explore the ways that we can reduce, reuse and recycle to save the planet. There will be a focus on opinion reading and writing of texts by studying the author's main purpose for the text and reasons to support specific points. Additionally, students will compare and contrast books on their same topic.</p>	<p><b>Anchor Text:</b> <i>Read Aloud:</i></p> <ul style="list-style-type: none"> <li>• <i>Where Does the Garbage Go?</i></li> </ul> <p><i>Anchor Texts:</i></p> <ul style="list-style-type: none"> <li>• <i>A Way to Help Planet Earth</i></li> <li>• <i>Planet Proctors Series</i></li> <li>• <i>Various Leveled Readers</i></li> </ul> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can we make a difference for our planet?</li> <li>• How do authors and illustrators support their key ideas?</li> <li>• Why is it important to study illustrations in a text and how do they help you understand what you are reading?</li> <li>• How do different authors present ideas about the same topic?</li> </ul>	<p><b>Reading Standards</b></p> <p>RI 2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 3 topic or subject area.</i></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 2.8 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><b>Writing Standards</b></p> <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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
		<p><b>Speaking and Listening</b></p> <p>*See page 9</p>	<p><b>Language Standards</b></p> <p>L 2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p>

## Standards in all Units

### Reading Standards

RL/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

### Writing Standards

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

### Language Standards

L 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English

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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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*).

### Speaking and Listening

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

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).

b. Build on others' talk in conversations by linking their comments to the remarks of others

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

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 in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)