**2nd Grade ELA Units**

|  | **Unit 1**  **(20 Days)**  **August** | **Unit 2**  **(19 Days)**  **September** | **Unit 3**  **(21 Days)**  **October** | **Unit 4**  **(30 Days)**  **November /December** | **Unit 5**  **(18 Days)**  **January** | **Unit 6**  **(18 Days)**  **February** | **Unit 7**  **(22 Days)**  **March** | **Unit 8**  **(22 Days)**  **April** |
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| **Shared Reading** | Rituals & Routines  Arthur’s Back to School Day | Henry & Mudge: The First Book  Rotten Ralph | A-Z Mysteries The Kidnapped King | The Very First Americans  If You Lived With Cherokees | Jackie Robinson | Abraham Lincoln-  History All Stars | Tale of Tadpole  From Tadpole to Frog | Caterpillar to Butterfly  The Journey of a Butterfly |
| **ELA** | Alexander. Who Was Rich Last Sunday | Goonie Bird Greene | Rough Faced Girl  Cracking Up  Cinderella  Egyptian Cinderella | Legend of Blue Bonnett  The Wall  Flag We Love | My Brother Martin  Ruby Bridges  Mudball  Helen Keller | A New Coat  Rows & Piles of Coins  Who’s Buying and Selling? | Poppy  Plant Life  How Do You Raise a Raisin? | Camouflage:Changing to Hide  Where In the Wild  Mystery of Animal Migration |
| **Standards**  **(Essential Standards are Highlighted)** | 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.2.5:  Describe the overall structure of a story including describing  how the beginning introduces the story, the middle provides major events  and challenges, and the ending concludes the action. | 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.2.5:  Describe the overall structure of a story including describing  how the beginning introduces the story, the middle provides major events  and challenges, 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.  RL.2.2:  Recount stories, including fables and folktales from diverse  cultures, and determine their central message, lesson, or moral. | 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.  RL.2.2:  Recount stories, including fables and folktales from diverse  cultures, and determine their central message, lesson, or moral. | RF.2.3:  Know and apply grade-level phonics and word analysis skills in decoding words.  d. Decode words with common prefixes and suffixes.  RI 2.2 Identify the main topic of a multi-paragraph text as well as the  focus of specific paragraphs within the text. | RF.2.4  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | 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.2.6:  Identify the main purpose of a text, including what the author  wants to answer, explain, or describe.  RI 2.9 Compare and contrast the most important points presented  by two texts on the same topic. | RF.2.3:  Know and apply grade-level phonics and word analysis skills in decoding words.  d. Decode words with common prefixes and suffixes.  RF.2.4:  Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding |
| **Language** |  |  |  |  | L.2.4:  a. Use sentence-level context as a clue to the meaning of a word or phrase. | L.2.1  e.Use adjectives and adverbs, and choose between them depending on what is to be modified | L2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). |  |
| **End of Year** | May- Mummies, Mystery of the Mummy’s Curse, Amelia & Eleanor go for a Ride | | | | | | | |
| **Standards Covered**  **Throughout the Year** | ff | | | | | | | |