**2nd Grade ELA Units**

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|  | **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** |
| **Shared Reading** | Rituals & RoutinesArthur’s Back to School Day | Henry & Mudge: The First BookRotten RalphPinky & RexIvy & Bean | A-Z Mysteries The Kidnapped King  | The Very First AmericansIf You Lived With Cherokees | Jackie Robinson | Abraham Lincoln-History All Stars | Tale of TadpoleFrom Tadpole to Frog | Caterpillar to ButterflyThe Journey of a Butterfly |
| **ELA** | Alexander. Who Was Rich Last Sunday | Goonie Bird Greene | Rough Faced GirlCinderellaEgyptian Cinderella | Legend of Blue BonnettThe WallFlag We Love | My Brother MartinRuby BridgesMudballHelen Keller | A New CoatWho’s Buying and Selling? | PoppyPlant LifeTornado | Camouflage:Changing to HideWhere In the WildMystery 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 describinghow the beginning introduces the story, the middle provides major eventsand 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 challengesRL.2.5:Describe the overall structure of a story including describinghow the beginning introduces the story, the middle provides major eventsand 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 diversecultures, 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 diversecultures, 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 thefocus of specific paragraphs within the text. | RF.2.4c. 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 authorwants to answer, explain, or describe.RI 2.9 Compare and contrast the most important points presentedby 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.2.1e.Use adjectives and adverbs, and choose between them depending on what is to be modifiedf.Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). | 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 |

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| **Writing** | Narrative | Narrative | Informational | Informational | Opinion | Opinion | Persuasive (not on report card) | Persuasive (not on report card) |