

Select a Course:	Language Arts Grade 2
Teacher:	CORE Language Arts Grade 2
Course:	Language Arts Grade 2
Year:	2016-17
Months:	- All -

August	Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕
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September	<p> Grade 2 ELA Literature 4-6 Week Unit Literature to enhance comprehension</p> <p style="text-align: center;">Big Idea/Concept: Explore</p>
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September	Enduring Understandings ✕ Essential Questions ✕ Standards ✕ Knowledge & Skills ✕ Academic Language ✕
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September	<p> Students will understand that fictional text is timeless and represents different settings, problems, solutions, and unique characters.</p>	<p> How can I use fictional text to make text to text and text to self connections?</p> <p> How can I ask questions about a fictional text to understand the meaning?</p>	<p>RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</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> Asking and answering questions help to build comprehension/understanding of stories read.</p> <p> Understanding key details helps to build comprehension/understanding of stories read.</p> <p> Characters in stories may change based upon the events in the story.</p> <p> Connections can be made across a variety of literature.</p> <p> Retell a story including character, setting and major events.</p> <p> Describe how characters respond to major events and challenges.</p>	<ul style="list-style-type: none"> fiction Text character setting sequence support details narrative who what where when why first next then last
			L.2.2 - Demonstrate command of		

		<p>the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.2.1e - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.1d - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1a - Use collective nouns (e.g., group).</p> <p>L.2.1c - Use reflexive pronouns (e.g., myself, ourselves).</p> <p>L.2.2a - Capitalize holidays, product names, and geographic names.</p> <p>L.2.4e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<ul style="list-style-type: none">  plot  inference  theme  connection
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October	<p> Grade 2 ELA Literature Character Development 4-6 Week Unit ELA Literature Text Evidence</p> <p style="text-align: center;">Big Idea/Concept: Connections</p> <p style="text-align: center;">Masterwork:</p>				
	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
	<ul style="list-style-type: none">  Students will understand how to draw conclusions, make connections and make inferences by finding evidence in the text. 	<ul style="list-style-type: none">  How do I draw conclusions based on evidence found in the text?  How do I make connections to other books I have read?  How do I make connections between text and real life experience?  How do I make connections based on the world around me?  How do I make inferences based on what I read and what I already know? 	<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.2.7 - 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>SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</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>	<ul style="list-style-type: none">  Drawing conclusions  Making inferences  Making predictions  Making connections 	<ul style="list-style-type: none">  create  identify  interpret  support  analyze  compare and contrast  infer  connect  draw conclusions
			<p>SL.2.4 - Tell a story or recount an experience with appropriate facts and</p>		<ul style="list-style-type: none">  uniqueness

		<p>relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.1b - Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.2.1f - 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)</p> <p>L.2.5b - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.2.1a - Use collective nouns (e.g., group).</p> <p>L.2.1e - Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.2a - Capitalize holidays, product names, and geographic names.</p>	<ul style="list-style-type: none">  individuality  originality  bilingual  bicultural
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November	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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December	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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January	<p> Grade 2 ELA Informational Text 4-6 Week Unit using informational texts to identify the main idea, details, infer and use text evidence.</p> <p>Big Idea/Concept: Perspective</p> <p>Masterwork: M.C. Escher</p>				
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	<p>Enduring Understandings ✕</p> <ul style="list-style-type: none">  Students will understand that your perspective is dependent on your experiences.  Students will understand that one's perspective can 	<p>Essential Questions ✕</p> <ul style="list-style-type: none">  1. How does our experience form our opinions/perspectives?  2. Can your perspective change over time? 	<p>Standards ✕</p> <p>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.</p> <p>RI.2.2 - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Knowledge & Skills ✕</p> <ul style="list-style-type: none">  Readers use a variety strategies to determine the meaning of words and phrases relevant to grade 2 content 	<p>Academic Language ✕</p> <ul style="list-style-type: none">  perspective  opinion  experience
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<p>color what they see.</p>	<p> 3. Does an author have a perspective?</p> <p> 4. Is it important to see other's perspectives?</p>	<p>RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures 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>RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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>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.</p>	<p> Nonfiction text has features that help the reader gain meaning from text.</p> <p> Authors have a purpose for writing a text.</p> <p> Authors support arguments or claims with reasons or evidence</p>	<p> empathy</p> <p> sympathy</p> <p> observe</p> <p> reflect</p>
		<p>L.2.2c - Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>L.2.1d - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		<p> solid</p> <p> liquid</p> <p> matter</p> <p> flexible</p> <p> rigid</p> <p> physical properties</p>

February

Grade 2 ELA Informational Text 4-6 Week Unit Using Informational texts to write an informative writing piece

Big Idea/Concept: Perversence and Proof

Masterwork: Rosa Parks Photograph

Enduring Understandings Essential Questions Standards Knowledge & Skills Academic Language

<p>🏠 Students will understand that in order to be successful, you need to persevere.</p>	<p>🏠 1. How can I use informational texts to support my understanding of new ideas and information?</p>	<p>RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>🏠 Use informational texts to identify the main idea, details, and use text evidence to write an informative writing piece.</p>	<p>🏠 text features 🏠 key facts</p>
<p>🏠 Students will understand that proof from information text is necessary to write an explanatory writing piece.</p>	<p>🏠 2. How can I create a writing piece that conveys an organized and clear understanding of content within the biography informational text?</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>🏠 main purpose</p>
<p>🏠 Students will understand that an informative writing piece uses explicit proof from informational text.</p>				<p>🏠 answer</p>
				<p>🏠 explain</p>
				<p>🏠 describe</p>
				<p>🏠 proof</p>
				<p>🏠 similarities</p>
				<p>🏠 differences</p>
				<p>🏠 leader</p>
				<p>🏠 rights</p>
				<p>🏠 laws</p>
				<p>🏠 equal</p>
				<p>🏠 perseverance</p>

March **Enduring Understandings** ✕ **Essential Questions** ✕ **Standards** ✕ **Knowledge & Skills** ✕ **Academic Language** ✕

April 🏠 **Grade 2 ELA Fables & Folktales** 4-6 Week Unit Fables & Folktales

Big Idea/Concept: Cultures and Relationships

Masterwork: A Sunday Afternoon on the Island of LaGrande Jatte

Significant Question: How do your relationships impact your view of the world?

Enduring Understandings ✕ **Essential Questions** ✕ **Standards** ✕ **Knowledge & Skills** ✕ **Academic Language** ✕

<p>🏠 Students will understand the distinguishing features of texts in a variety of genres to develop a deeper understanding of the text and to broaden personal reading</p>	<p>🏠 1. How does the cultural background of a book influence the story?</p> <p>🏠 2. Why are similar</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.2.2 - Recount stories, including fables and folktales from diverse cultures, and</p>	<p>🏠 Students will recount fables and folktales from diverse cultures and compare and contrast two or more versions of the</p>	<p>🏠 Central message 🏠 Compare 🏠 Contrast</p>
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<p>experiences.</p>	<p>stories present in so many cultures?</p> <p> 3. What makes each version of the same story unique?</p>	<p>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.2.7 - 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>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>same story from different cultures.</p>	<ul style="list-style-type: none"> Cultures Problem Solution Perspective
		<p>IL.SEL.K-2.2.B.1a - Describe the ways that people are similar and different.</p>		<ul style="list-style-type: none"> Plot Character Setting Version
		<p>L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.2.5 - Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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).</p>		

May

Grade 2 ELA Literary Analysis 4-6 Week ELA Literary Analysis

Big Idea/Concept: Perververence and Proof

Enduring Understandings

Students will understand how to analyze and synthesize skills learned using various texts, multiple models and citing evidence to support opinion.

Essential Questions

1. How can I use information from a variety of resources to formulate an opinion?

2. How can I use information from a variety of resources to change other's perspectives?

3. What is a poem?

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.2.10 - 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.

Knowledge & Skills

A reader's connection between self, text, and world enhance comprehension.

Two texts can be compared and contrasted.

Questions can be

Academic Language

Vocabulary

Illustrations

Print

Text

Digital

Connections

Images

			<p>answered from different sources.</p> <ul style="list-style-type: none"> Listeners can share details and/or key ideas gained from read alouds, instruction or media sources. Others can use technology to show their ideas. A reader can learn to express their ideas or thoughts in a variety of ways. 	<ul style="list-style-type: none"> Clarify Reasons Compare Contrast
		<p>RI.2.2 - Identify the main topic of a multiparagraph 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>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>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.</p>		<ul style="list-style-type: none"> Vocabulary Informational Text Compare and Contrast Text to Self Text to World
		<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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>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.</p>		

June	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
July	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language

