

Scope and Sequence for Grade 2- English Language Arts

Unit 1

Duration / Timeline	Word Study ¹	Reading Workshop	Writing Workshop	Health – Social Studies - Science
Unit 1² Launching Reading Workshop September (4 weeks)	LS1: Consonant Clusters with r HF1: High Freq. Words LS 2:Short Vowel Sounds SP1: Word Patterns LS3: Long Vowel Sounds WS1: Compound Words LS4: Long and Short Vowels WS2: Compound Words	<ul style="list-style-type: none"> • Introduce Reading Workshop & establish routines and procedures • Establish Independent Reading expectations with Independent Reading Rubric • Teach children how to choose “Just Right” books. • Review word-solving strategies • Review story elements • Review the elements of fiction and nonfiction 	<ul style="list-style-type: none"> • Introduce Writing Workshop & establish routines and procedures • Introduce Remembering Plans as a way to store ideas for stories 	Not addressed in this Unit.
ELA Power Standards	Reading Literature and Reading Informational Text: RL 2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.			

¹ For greater detail and links to standards see Word Study Plan with Standards 2nd Grade

² There are Six Unit Plans that exist for second grade. More details can be found by referencing each.

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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.
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 2.10: 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:

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 2.8 Recall information from experiences or gather information from provided sources to answer a question.

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 2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language and Foundational Skills: RF 2.3 and 2.4 and L2.6 apply to all units

RF 2.3: Know and apply grade-level phonics and word analysis skills in decoding words.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
b. Know spelling-sound correspondences for additional common vowel teams.
c. Decode regularly spelled two-syllable words with long vowels.
d. Decode words with common prefixes and suffixes.
e. Identify words with inconsistent but common spelling-sound correspondences.
f. Recognize and read grade-appropriate irregularly spelled words.
RF 2.4: Read with sufficient accuracy and fluency to support comprehension.

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	<p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</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., <i>When other kids are happy that makes me happy</i>).</p> <p>L2.2d: Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>L2.4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>
<p>Assessment</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Reading Interest Survey • Favorite Book Reading Response • Using Strategies to Solve New Words Response Sheet • Story Map • Fiction or Nonfiction? Reading Response <p>Summative:</p> <p>Research Project</p> <ul style="list-style-type: none"> • Interview an adult about why and how reading and writing are important in their lives. <p>Narrative</p> <ul style="list-style-type: none"> • Write the story of a memory you will never forget. Be sure to include enough detail so that the reader can understand why this memory is so unforgettable to you.
<p>Resources</p>	<p>Writing Workshop:</p> <p><i>Author: A True Story</i>, Helen Lester</p> <p>Reading Workshop:</p> <p><i>Reading Makes You Feel Good</i>, Todd Parr</p>

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Unit 2

Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
<p>Unit 2</p> <p>Good Citizenship</p> <p>October to mid-Nov.</p> <p>(5-6 weeks)</p>	<p>LS5: Consonant Clusters with s</p> <p>HF2: High Freq. Words</p> <p>SP2: Onset and Rimes</p> <p>WM1: Synonyms</p> <p>WS5: Past Tense –ed</p> <p>WS4: Syllables with Double Consonants</p> <p>WS6: Past Tense –ed</p> <p>WS7: Syllables in words</p> <p>SP3: Silent e</p> <p>SP4: Onsets and Rimes</p> <p>SP5: Onsets and Rimes</p> <p>LS6: Beginning Consonant Clusters</p>	<ul style="list-style-type: none"> • Model in shared reading or read aloud how to determine the main idea and details of a nonfiction text • Read aloud a variety of texts (fiction and nonfiction) which feature characters/real people who are examples of good citizens. 	<ul style="list-style-type: none"> • Read and code a mentor text to determine the features of opinion writing. • Children take notes about the pros and cons of having cats as pets. • Introduce phrases for opinion writing. 	<p><u>Social Studies</u></p> <p>Civics and Government</p> <p>6. Define and give examples of some of the rights and responsibilities that students as citizens have in the school (e.g., students have the right to vote in a class election and have the responsibility to follow school rules). (C)</p> <p>7. Give examples of fictional characters or real people in the school or community who were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, courage). (C)</p>

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<p>ELA Power Standards</p>	<p>Reading Literature and Reading Informational Text: RL 2.1, 2.10 and RI 2.1, 2.10 apply to all Units RI 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI 2.8: Describe how reasons support specific points the author makes in a text. RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL2.3: Describe how characters in a story respond to major events and challenges. 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 the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.MA. 2.8.A. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.</p> <p>Writing: W3 , W5 and W8 apply to all units W2.1: 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>Speaking and Listening: SL1, SL2, SL3, SL 4 and SL 6 apply to all units</p> <p>Language and Foundational Skills: RF 2.3 and 2.4 and L2.6 apply to all units L2.2d: Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>			
<p>Assessment</p>	<p>Formative</p> <ul style="list-style-type: none"> • Main Idea & Details Reading Response <p>Summative:</p>			

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	<p>Research Project</p> <ul style="list-style-type: none"> • Taking care of a pet is a big responsibility. Good citizens make responsible decisions about getting pets. Are cats good pets? Include facts about cats to support your opinion. <p>Narrative</p> <ul style="list-style-type: none"> • After reading/listening to texts on responsibility, write a personal narrative about a time when you were a responsible community member. Provide details to describe actions, thoughts, and feelings. <p>Performance Task:</p> <ul style="list-style-type: none"> • Write about a person you know or have read about (fictional characters or real people) who is an example of good citizenship. Be sure to provide evidence of specific things this person has said or done that make him/her a good citizen. <p>Writing Prompt with District Rubric Genre ???</p>
<p>Resources</p>	<p>Key Resources: (more listed in the units themselves)</p> <p>Literature:</p> <p><i>A Day's Work</i>, Eve Bunting <i>Just a Dream</i>, Chris Van Allsburg <i>Jamaica's Find</i>, Juanita Havill <i>The Teddy Bear</i>, David McPhail <i>Wilfrid Gordon McDonald Partridge</i>, Mem Fox <i>The Paperboy</i>, Dav Pilkey</p> <p>Informational Text:</p> <p><i>I Am a Good Citizen</i>, Mary Elizabeth Salzmann <i>Every Human Has Rights</i> (National Geographic) <i>The Story of Ruby Bridges</i>, Robert Coles <i>Wilma Unlimited</i>, Kathleen Krull <i>Roberto Clemente: Pride of the Pittsburgh Pirates</i>, Jonah Winter <i>Rachel Carson: Preserving a Sense of Wonder</i>, Joseph Bruchac <i>John Muir: America's Naturalist</i>, Thomas Locker</p>

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Unit 3

Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
<p>Unit 3</p> <p>Seasons and Cycles</p> <p>Mid Nov-December</p> <p>(6-8 weeks)</p>	<p>LS7: R Controlled Vowels</p> <p>WM2: Antonyms</p> <p>SP7: Onsets and Rimes</p> <p>WS9: Plurals with s/es</p> <p>LS11: Double Consonants (Middle)</p> <p>WM3: Synonyms and Antonyms</p> <p>SP9: -ee Spelling Pattern</p> <p>WS10: Contractions</p> <p>WS11: Contractions</p> <p>HF5: High Freq. Words</p> <p>LS13: Con. Digraphs</p> <p>WS12: Contractions</p>	<ul style="list-style-type: none"> • Informational Reading • Readers Response • Using a variety of strategies to figure out the meanings of unknown words in stories or texts. • Using nonfiction text features to navigate nonfiction text and make meaning in conjunction with the text itself. • Decoding words with common prefixes and suffixes. 	<ul style="list-style-type: none"> • Routine Writing • Research Writing • Narrative Writing • ????? 	<p>Science:</p> <p>2.PS1.A: Structure and Properties of Matter</p> <p>2.PS1.B: Chemical Reactions</p> <p>2.ESS1.C: The History of Planet Earth</p> <p>Earth Science</p> <p>ES4: Recognize that the sun supplies heat and light to the earth and is necessary for life.</p> <p>ES5: Identify some events around us that have repeating patterns, including the seasons of the year, day and night</p>

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	<p>SP10: Spelling Pattern</p> <p>LS14: Consonants with Two Sounds</p>			
<p>ELA Power Standards</p>	<p>Reading Literature and Reading Informational Text: RL 2.1, 2.10 and RI 2.1, 2.10 apply to all Units RI2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> RI5: 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. RI2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Writing: W3 , W5 and W8 apply to all units 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 2.6: 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).</p> <p>Speaking and Listening: SL1, SL2, SL3, SL 4 and SL 6 apply to all units</p> <p>Language and Foundational Skills: RF 2.3 and 2.4 and L2.6 apply to all units L2.2c: Use an apostrophe to form contractions and frequently occurring possessives. L2.2d: Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). L2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. L6. 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., <i>When other kids are happy that makes me happy</i>).</p>			

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Assessment	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Writer’s Notebook • Science Notebook • Reader’s Response <p>Summative Assessment</p> <ul style="list-style-type: none"> • Write a report with the following headings: The Sun; Day and Night; The Moon. Be sure to include why the sun is important for life on Earth, what causes day and night, and why the moon appears to change. • Winter can be a fun time of year. Write a narrative that describes what you like to do in the winter. Be sure to include enough details so that your reader can understand why you enjoy those activities.
Resources	<p>Literature:</p> <p><i>Papa, Please Get the Moon For Me</i>, Eric Carle</p> <p><i>Rise the Moon</i>, Eileen Spinelli</p> <p><i>Sunshine on My Shoulders</i>, John Denver</p> <p><i>Long Night Moon</i>, Cynthia Rylant</p> <p>Informational Text:</p> <p><i>Sun Up, Sun Down</i>, Gail Gibbons</p> <p><i>The Moon Book</i>, Gail Gibbons</p> <p><i>The Moon Seems to Change</i>, F.M. Branley</p> <p><i>What the Moon is Like</i>, F.M. Branley</p> <p><i>The Reasons for Seasons</i>, Gail Gibbons</p> <p><i>Sunshine Makes the Seasons</i>, Franklyn Branley & Michael Rex</p> <p><i>Why Do Leaves Change Color?</i>, Betsy Maestro & Loretta Krupinski</p> <p><i>How Do You Know It’s Winter?</i>, Allan Fowler</p> <p>Poetry:</p> <p><i>Seasons: A Book of Poems</i>, Charlotte Zolotow</p> <p><i>Snow, Snow: Winter Poems for Children</i>, Jane Yolen</p>

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Unit 4

Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Unit 4 Consumers, Producers, and Work January-February (6-8 weeks)	WS14: Past Tense – double and add –ed WS13: -er and –est WS15: Past Tense – double and add –er WM4&5: Homophones SP11: Onsets and Rimes WS16: Suffixes with words ending in –y SP12: Onsets and Rimes WS18: -s, -ed, -ing WS19: Plurals with Words Ending –Y WS20: Abbreviations SP13: CVVC patterns	<ul style="list-style-type: none"> • Informational Reading • Readers Response • Using key words to understand the connection between a series of historical events or a set of steps in a procedure. • Forming contractions and possessives using apostrophes correctly. • Recognizing consonants with two sounds in words (c, g, th). • Identifying homophones. • Using collective nouns. • Using the past tense of irregular verbs. 	<ul style="list-style-type: none"> • Routine Writing • Research Writing • Narrative Writing • ????? 	Economics 8. Give examples of people in the school and community who are both producers and consumers. (E) 9. Explain what buyers and sellers are and give examples of goods and services that are bought and sold in their community. (E) Science 2.PS2.A: Forces and Motion 2.PS2.B: Types of Interactions 2.PS2.C: Stability and Instability in Physical Systems 2.PS3.C: Relationship Between Energy and Forces 2.PS3.D: Energy in Chemical Processes and Everyday Life 2.ETS1.A: Defining Engineering Problems

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	<p>LS16: -ai, - ay, -ee, -ea, -ow Vowel Combinations</p>			<p>Physical Science 2.5. Recognize that under some conditions, objects can be balanced.</p> <p>Technology/Engineering 2.1 Identify tools and simple machines used for a specific purpose, e.g., ramp, wheel, pulley, lever.</p>
<p>ELA Power Standards</p>	<p>Reading Literature and Reading Informational Text: RL 2.1, 2.10 and RI 2.1, 2.10 apply to all Units 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.</p> <p>Writing: W3 , W5 and W8 apply to all units 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>Speaking and Listening: SL1, SL2, SL3, SL 4 and SL 6 apply to all units</p> <p>Language and Foundational Skills: RF 2.3 and 2.4 and L2.6 apply to all units L2.1a: Use collective nouns (e.g., <i>group</i>) L2.1d: Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>			
<p>Assessment</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Writer’s Notebook • Science Notebook • Reader’s Response 			

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	<p>Summative Assessment</p> <ul style="list-style-type: none">• Explain the role that one community business plays as both a producer and a consumer.• Think of one product that you and/or your family use(s) often. Why is that product important? What do you know about how it is produced? Describe your role as a consumer of the product. <p>Writing Prompt with District Rubric Genre ???</p>
Resources	<p>Shared Reading: <i>Blast-Off!</i> <i>From Grapevine to Jelly Jar</i> <i>Making Crayons</i></p> <p>Read Aloud: <i>The Milk Makers, Gail Gibbons</i></p>

Unit 5

Scope and Sequence for Grade 2- English Language Arts

Duration / Timeline	Word Study ³	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Unit 5⁴ Around the World March-April (7-8 weeks)	WS19: Plurals with Words Ending –Y WS20: Abbreviations SP13: CVVC patterns LS16: -ai, - ay, -ee, -ea, -ow Vowel Combinations LS18: Consonant Clusters LS19: -mp, -nd, -nk, -nt HF7: High Freq. Words LS21: -ou, -ow, -aw Vowel Sounds SP16: Ending Consonant Clusters LS20: Beginning and Ending Con. Clusters	<ul style="list-style-type: none"> Identifying folktale elements in folktales read aloud and independently. Identifying the lesson/theme of a folk tale. Comparing and contrasting two versions of the same folk tale from different cultures. Reading, writing, and pronouncing common abbreviations for titles, locations, and time periods. Reading words with common vowel teams. Reading grade-appropriate irregularly spelled words. 	??????	Social Studies 2.1 On a map of the world, locate all of the continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctica. (G) 2.2 Locate the current boundaries of the United States, Canada, and Mexico. (G) 2.3 Locate the oceans of the world: the Arctic, Atlantic, Indian, Pacific, and Southern Oceans. (G) 2.4 Locate five major rivers in the world: the Mississippi, Amazon, Volga, Yangtze, and Nile. (G) 2.5 Locate major mountains or mountain ranges in the world such as the Andes, Alps, Himalayas, Mt. Everest, Mt. McKinley, and the Rocky Mountains. (G)

³ For greater detail and links to standards see Word Study Plan with Standards 2nd Grade

⁴ There are Six Unit Plans that exist for this grade. More details can be found by referencing each.

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	<p>WM7: Multiple Meaning Words</p> <p>SP14: Phonograms</p> <p>HF8: High Freq. Words</p>			<p>2.6 Explain the difference between a continent and a country and give examples of each. (G)</p> <p>2.7 On a map of the world, locate the continent, regions, or countries from which students, their parents, guardians, grandparents, or other relatives or ancestors came. With the help of family members and the school librarian, describe traditional food, customs, sports and games, and music of the place they came from. (G, C)</p> <p>2.8 With the help of the school librarian, give examples of traditions or customs from other countries that can be found in America today. (G, C)</p> <p>2.9 With the help of the school librarian, identify and describe well-known sites, events, or landmarks in at least three different countries from which students' families come and explain why they are important. (H, G, C)</p> <p>Science:</p> <p>2.ESS1.C: The History of the Planet Earth</p> <p>2.ESS2.A: Earth Materials and Systems</p>
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				<p>2.ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <p>2.ESS2.C: The Roles of Water in Earth’s Surface Processes</p> <p>2.ETS.1.B: Developing Possible Solutions</p> <p>2.ETS1.C: Optimizing the Design Solution</p>
<p>ELA Power Standards</p>	<p>Reading Literature and Reading Informational Text: RL 2.1, 2.10 and RI 2.1, 2.10 apply to all Units</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 2.4: 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>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>Writing: W3 , W5 and W8 apply to all units</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>W2.2: 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>Speaking and Listening: SL1, SL2, SL3, SL 4 and SL 6 apply to all units</p> <p>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.</p> <p>Language and Foundational Skills: RF 2.3 and 2.4 and L2.6 apply to all units</p> <p>L.MA.2.1.g: Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, a.m., p.m.)</p>			

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	<p>L2.2d: Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>L2.5a: Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)</p>
Assessment	????
Resources	<p>Shared Reading: <i>Understand a Map</i> <i>Map Facts</i> <i>One Language, Many Nations</i></p> <p>Read Aloud:</p> <p>Literature: <i>Me On The Map</i>, Joan Sweeney <i>Whoever You Are</i>, Mem Fox <i>The King and the Three Thieves: A Persian Tale</i>, Kristen Balouch <i>The Hungry Coat: A Tale from Turkey</i>, Demi <i>One Grain of Rice: A Mathematical Folktale</i>, Demi</p>

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Unit 6

Duration / Timeline	Word Study ⁵	Reading Workshop	Writing Workshop	Health - Social Studies - Science
Unit 6⁶ Living Things May-June (6-8 weeks)	WS26: Closed Syllables WS22: -er and -est WS27: Open Syllables WS23: Plurals for Words Ending in -f LS23: The spelling for the sounds of “a” WS28: Open and Closed Syllables SP17: Vowel Combination Patterns WS25: Plural Forms	<ul style="list-style-type: none"> Identifying the author’s opinion on a topic. Identifying the most important point of a text. Comparing and contrasting the points presented by two texts on the same topic. Reading words with common prefixes and suffixes. Reading regularly spelled two-syllable words with long vowels. Identifying words with inconsistent but common spelling- 	??????	Science 2.LS2.A: Interdependent Relationships in Ecosystems 2.LS2.B: Cycles of Matter and Energy Transfer in Ecosystems 2.LS2.C: Ecosystem Dynamics, Functioning, and Resilience 2.LS2.D: Social Interactions and Group Behavior 2.LS4.D: Adaptation 2.LS4.D: Biodiversity and Humans Life Science: LS3: Recognize that plants and animals have life cycles, and that life cycles vary for different living things.

⁵ For greater detail and links to standards see Word Study Plan with Standards 2nd Grade

⁶ There are Six Unit Plans that exist for this grade. More details can be found by referencing each.

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		<p>sound correspondences.</p> <ul style="list-style-type: none"> Using frequently occurring irregular plural nouns. 		<p>LS4: Describe ways in which many plants and animals closely resemble their parents in observed appearance.</p> <p>LS7: Recognize changes in appearance that animals and plants go through as the seasons change.</p> <p>LS8: Identify the ways in which an organism’s habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).</p>
<p>ELA Power Standards</p>	<p>Reading Literature and Reading Informational Text: RL 2.1, 2.10 and RI 2.1, 2.10 apply to all Units RI2.9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Writing: W3 , W5 and W8 apply to all units</p> <p>Speaking and Listening: SL1, SL2, SL3, SL 4 and SL 6 apply to all units</p> <p>Language and Foundational Skills: RF 2.3 and 2.4 and L2.6 apply to all units L2.1b: Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). L2.5b: Demonstrate understanding of word relationships and nuances in word meanings. b. 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>).</p>			
<p>Assessment</p>	<p>Write a report about an animal you have learned about. Include information about the animal’s appearance (size, color, body covering, special body parts), habitat (what kind of habitat and location in the world), and diet. Include any other interesting facts about the animal as well.</p>			

Scope and Sequence for Grade 2- English Language Arts

	<p>There are pros and cons about zoos. Many people who believe that zoos are good argue the following points:</p> <ul style="list-style-type: none"> - Some animals that would otherwise be extinct are saved by zoos. - Some zoos work to return animals born there to the wild. - Zoos give people a chance to wildlife firsthand. - Zoos educate people about the importance of conservation. <p>Many people who believe that zoos are bad argue the following points:</p> <ul style="list-style-type: none"> - People have no right to capture wild animals and lock them in cages. - Some zoos don't give animals the proper care. - In zoos, the lifespans of some animals are shortened and they develop health problems. - Herd animals that live in large groups in the wild often live alone or with just one or two other members of their species. - Many animals live in small areas and don't get enough exercise. <p>What do you think about zoos? Write an opinion piece with at least three details to support your opinion.</p> <p>Writing Prompt with District Rubric Genre ???</p>
<p>Resources</p>	<p>Literature: <i>The Great Kapok Tree</i>, Lynne Cherry <i>Welcome to the Green House</i>, Jane Yolen</p> <p>Informational: <i>Winter's Tail: How One Little Dolphin Learned to Swim Again</i>, Hatkoff <i>Leo the Snow Leopard</i>, Hatkoff <i>Knut: How One Little Polar Bear Captivated the World</i>, Hatkoff <i>From Seed to Plant</i>, Gail Gibbons <i>How Do Animals Adapt?</i>, Niki Walker <i>Polar Animal Adaptations</i>, Lisa Jo Amstutz</p>