

Grade 2 English Language Arts Year at a Glance 2019-2020
Pre-requisites: Grade 1

Grade 2	Duration	Assessed Standards	Description / Big Ideas	Essential Questions	End of Unit Assessment
Unit 1: Friendship	20 – 22 days (Includes 5 Back to School Lessons)	Reading: RL.1, RL.2, RL.3, RL.5 Writing: W.3 Speaking and Listening: SL.4 Language: L.1	Description: In this unit, students will deepen their understanding of story structure as they participate in discussions and write to describe characters’ actions as related to major events, compare and contrast the actions of characters, and describe events from the beginning, middle and end of stories. Big Idea: Describing the overall structure of a story by writing to recount using stories of friendship and dependability. <i>Core Works: A variety of literary texts, A Toad for Tuesday</i>	<input type="checkbox"/> <i>How do friends depend on each other?</i>	Narrative Task – Writing a small moment of friendship Students will think of a special time they shared with a friend in order to write a story to tell about this small moment of friendship.
Unit 2: Cycles in our Natural World	15-20 days	Reading: RI.1, RI.2, RI.3, RI.4 Writing: W.2 Speaking and Listening: SL.5 Language: L.2.2, L.2.4	Description: In this unit, students will deepen their understanding of the organization of informational text as they learn about and use various print and text features. Big Idea: Describing the connection of scientific events by reading and writing about life cycles in the natural world. <i>Core Works: A variety of informational texts.</i>	<input type="checkbox"/> <i>How are stages in an organisms’ life connected?</i> <input type="checkbox"/> <i>How do different plants and animals grow, develop, and survive in our natural world?</i>	Research Task – Designing an informational exhibit plaque Students will collaboratively research the stages of life of an animal. They will design an informational exhibit for a zoo to teach about each stage of life using transitional words and images.

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Unit 3: Unique	25-30 days	Reading: RI.1, RI.2, RI.4, RI.7 Reading: RL.1, RL.2, RL.3, RL.4, RL.7 Writing: W.2 Speaking and Listening: SL.4 Language: L.2.1	Description: In this unit, students will be introduced to unique cultures, environments, plants, and animals from around the world, and focus on the qualities that make them unique. Big Idea: Building background knowledge about places (environment, habitats, countries, and cultures) to read and write stories with unique settings. <i>Core Works: A variety of literary and informational texts, The End of the Beginning, Stuart Little</i>	<input type="checkbox"/> <i>What does it mean for something, someplace, or someone to be unique?</i>	Narrative Task – Writing an original pourquoi tale Students will choose an animal/thing with a unique quality in which they wish to explain in a story. They will research information and write an original pourquoi tale that explains the how and why of this unique quality.

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Unit 4: Live and Learn	15-20 days	Reading: RI.1, RI.2, RI.3, RI.4 Writing: W.3 Language: L.1 Speaking and Listening: SL.5	Description: In this unit, students will read a variety of informational texts related to the big idea, Live and Learn. Big Idea: Discovering the natural world through reading nonfiction texts focusing on the interactions of people, places, and things. <i>Core Works: A variety of informational texts</i>	<input type="checkbox"/> <i>How do the interactions we have with the people, places, and things in our world affect us?</i>	Analysis Task – Creating a weather news bulletin and infographic Students will self-select and further research a type of dangerous weather. They will write a news bulletin and create an infographic that will capture the most critical information of their research (information about the weather, tips to prepare for the dangerous weather, or how to stay safe from the weather, etc.)

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Unit 4M: Mysteries	15-20 days	Reading: RL.1, RL.2, RL.3, RL.4, RL.7 Writing: W.3 Language: L.1 Speaking and Listening: SL.4	Description: In this unit, students will be introduced to the mystery genre and will explore vocabulary specific to mysteries. Big Idea: Reading and writing like a mystery author. <i>Core Works: A variety of literary texts</i>	<input type="checkbox"/> <i>How does an author build suspense in a mystery novel?</i>	Narrative Task – Writing a mystery Students write an original mystery story that builds suspense and utilizes the elements of a mystery.
Unit 5: Let's Make a Difference	25-30 days	Reading: RI.1, RI.2, RI.3, RI.4, RI.5 Reading: RL.1, RL.2, RL.3, RL.4, RL.7 Writing: W.1 Language: L.1, L.2 Speaking and Listening: SL.5	Description: In this unit, both the literary and informational texts will be connected as students develop an understanding of what it means to make a difference. Big Idea: Reading and analyzing text about people who make a difference in the lives of others. <i>Core Works: A variety of informational and literary texts, Charlotte's Web</i>	<input type="checkbox"/> <i>What does it mean to make a difference?</i>	Analysis Task – Writing and delivering a speech Students will select an individual from their reading that has made a difference in the lives of others. They will write and deliver a speech in their honor, and create a square for the Hero Walk of Fame to honor this same individual that made the biggest difference.
Unit 6: Curiosity	15-20 days	Reading: RI.1, RI.2, RI.3, RI.4, RI.6, RI.7, RI.8, RI.9 Writing: W.2, W.8 Language: L.4 Speaking and Listening: SL.3	Description: The first part of this unit will focus on literary texts and the author's craft in choosing words that help to create vivid, memorable characters and events for the reader. The remainder of this unit will build upon the students' natural curiosity and inquisitiveness. Big Idea: Discovering an author's points by identifying reasons and evidence in order to develop and write opinions about sources of energy. <i>Core Works: A variety of informational texts, Magic Tree House: Space Fact Tracker</i>	<input type="checkbox"/> <i>How does curiosity lead to new learning?</i>	Research Task – Researching a topic for a presentation Students will pick one of the topics (fossils, underwater world, space, and sources of energy) that makes them the most curious. They will research information about the topic in order to create a presentation that will be shared at the Curiosity Conference.