

## 2<sup>nd</sup> GRADE ELA UNIT OVERVIEW

As a district-wide commitment to achieve a viable curriculum for all students, **this curriculum organizer was developed to assist teacher in prioritizing standards, time, effort, and resources to maximize student learning.** Please note that recommended **pacing is 4-5 weeks per unit and should take the needs of students into consideration.** You will notice standards for language, speaking and listening embedded throughout the year because of their critical role in the ongoing development of literacy skills for effective communication and comprehension.

### All year students will:

- **Read and comprehend literature and informational** text building in complexity. (R.10)
- **Engage** in a range of **collaborative discussions** on various topics and texts to share knowledge and experiences, building upon one another's ideas, and referring to the text for support. (SL.1)
- **Demonstrate command** of the **conventions** of Standard English including grammar, usage, and mechanics while learning ways to **use language to convey meaning** effectively. (L.1-L.3)
- Determine/clarify **meaning of grade-appropriate words** encountered through listening, reading, and use (L.4-L.6)

Unit Focus & Pacing	Overview	Common Core State Standards		
		Focus	Embedded	Ongoing
<p><b>Unit 1</b> 4-5 Weeks</p> <p><b>Questioning, Inference, and Interpretation</b></p> <p><b>Narrative Writing</b></p>	<p>In Unit 1, teachers should begin to set routines for reading and writing workshop. Students will read several literary and informational texts with a common thread, <i>Our Classroom Community</i>, and will work to independently ask and answer questions while reading, supporting their inferences and understanding with specific evidence from the text. Students will begin to build a repertoire of strategies to support comprehension including, but not limited to, annotation and highlighting. In addition, students should engage in accountable talk with peers and adults and respond to reading through writing to convey and deepen understanding of newly acquired knowledge.</p> <p>Students will learn to become narrative writers and develop real or imagined experiences or events through instruction in the writing process. In their narratives students should write for a variety of audiences and purposes using effective techniques, descriptive details, and sequencing strengthening their pieces with support from adults and peers.</p>	<p>RL.2.1 RI.2.1 RF.2.3 W.2.3 W.2.5 SL.2.1 a-c SL.2.3</p>	<p>SL.2.6 L.2.1 a-f L.2.2 a-e L.2.6</p>	<p>RL.2.4 RI.2.4 RL.2.10 RI.2.10 RF.2.4 W.2.8</p>
<p><b>Unit 2</b> 4-5 Weeks</p> <p><b>Themes and Central Ideas</b></p> <p><b>Informative/ Explanatory Writing</b></p>	<p><b>Unit 2 builds upon skills and concepts from Unit 1.</b> Additionally, students will read multiple texts with the common theme, <i>How Did That Happen?</i> Students will ask and answer questions to determine the theme or central message using key details to support their thinking. Students will also work to recount the text using their knowledge of theme and central message.</p> <p>In writing, students will work through the writing process to examine a topic and write to inform or explain. Writing should introduce and develop a topic using facts and definitions, and provide a sense of closure. Students should strengthen their pieces with support from adults and peers.</p>	<p>RL.2.2 RI.2.2 RF.2.3 W.2.2 W.2.5 SL.2.2</p>	<p>RL.2.5 RI.2.5 RL.2.9 RI.2.9 SL.2.1 a-c SL.2.3 SL.2.6 L.2.3 L.2.4 a-e</p>	<p>RL.2.4 RI.2.4 RL.2.10 RI.2.10 RF.2.4 W.2.6 W.2.8 SL.2.1 a-c L.2.1 a-f L.2.2 a-e L.2.6</p>
<p><b>Unit 3</b> 4-5 Weeks</p> <p><b>Story Elements</b></p> <p><b>Narrative Writing</b></p>	<p><b>Unit 3 continues to build upon skills and concepts from previous units.</b> In this unit, students will read literary texts in order to infer and describe how characters respond to major events or challenges, using specific details.</p> <p>Students will continue to hone their narrative craft through instruction in the writing process and strengthen their pieces with the support of adults and peers. In their narratives, students will recount a well-elaborated event or a short sequence of events using details to describe actions, thoughts, and feelings.</p>	<p>RL.2.3 RF.2.3 W.2.3 SL.2.4</p>	<p>RL.2.5 RL.2.9 W.2.5 W.2.6 SL.2.6 L.2.5 a-b</p>	<p>RL.2.4 RL.2.10 RF.2.4 W.2.8 SL.2.1 a-c L.2.1 a-f L.2.2 a-e L.2.3 L.2.4 a-e L.2.6</p>

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<p><b>Unit 4</b> 4-5 Weeks</p> <p><b>Argument and Reasoning</b></p> <p><b>Opinion Writing</b></p>	<p><b>Unit 4 continues to build upon skills and concepts from previous units.</b> In Unit 4, students will read from a variety of texts to determine and recount the main topic and key details, while explaining how those key details support the specific points an author makes.</p> <p>In writing, students will craft opinion pieces and support their opinions with reasons. They will be able to introduce their topic or book, state their opinion, supply reasons that support their opinion using linking words, and provide a concluding statement or section. Students will continue to utilize the writing process and strengthen their writing with support from adults and peers.</p>	<p>RI.2.2 RI.2.8 RF.2.3 W.2.1 W.2.5 SL.2.2 SL.2.4</p>	<p>RL.2.1 RI.2.1 RL.2.2 W.2.6 W.2.7 SL.2.3 SL.2.6</p>	<p>RL.2.4 RI.2.4 RL.2.10 RI.2.10 RF.2.4 W.2.8 SL.2.1 a-c L.2.1 a-f L.2.2 a-e L.2.3 L.2.4 a-e L.2.5 a-b L.2.6</p>
<p><b>Unit 5</b> 4-5 Weeks</p> <p><b>Connections</b></p> <p><b>Informative/ Explanatory Writing</b></p>	<p><b>Unit 5 continues to build upon skills and concepts from previous units.</b> Students will read informational text and use specific information from the text to describe the relationship (connection) between historical events, scientific ideas or concepts, or steps in technical procedures. Students will determine the meaning of domain-specific words when reading and be able to use them appropriately in their writing.</p> <p>In writing, students will hone their craft through informative writing and write to inform or explain a topic, conveying their ideas and information clearly. Student writing should introduce and develop a topic using facts and definitions and provide a concluding statement or section. Students should write various types of informational texts following the writing process, strengthening their writing with support from adults and peers.</p>	<p>RI.2.3 RI.2.4 RI.2.8 RF.2.3 W.2.2 SL.2.4 SL.2.6</p>	<p>RI.2.1 RI.2.6 RI.2.7 RI.2.9 W.2.5 W.2.6 W.2.7</p>	<p>RI.2.10 RF.2.4 W.2.8 SL.2.1 a-c L.2.1 a-f L.2.2 a-e L.2.3 L.2.4 a-e L.2.5 a-b L.2.6</p>
<p><b>Unit 6</b> 4-5 Weeks</p> <p><b>Text Structures and Features</b></p> <p><b>Informative/ Explanatory Writing</b></p>	<p><b>Unit 6 continues to build upon skills and concepts from previous units.</b> In Unit 6 students will read texts and explore their overall structures. They will learn how to use text features (i.e. diagrams) to locate key facts or information relevant to a given topic efficiently. Students will learn to compare and contrast the most important points and key details presented in two texts.</p> <p>Additionally, in writing, students will participate in shared research and projects while continuing to craft informative pieces.</p>	<p>RL.2.5 RI.2.5 RL.2.7 RI.2.7 RF.2.3 W.2.2 SL.2.2</p>	<p>RL.2.9 RI.2.9 W.2.5 W.2.6 W.2.7 SL.2.5</p>	<p>RL.2.4 RI.2.4 RL.2.10 RI.2.10 RF.2.4 W.2.8 SL.2.1 a-c L.2.1 a-f L.2.2 a-e L.2.3 L.2.4 a-e L.2.5 a-b L.2.6</p>
<p><b>Unit 7</b> 4-5 Weeks</p> <p><b>Point of View/ Purpose</b></p> <p><b>Opinion Writing</b></p>	<p><b>Unit 7 continues to build upon skills and concepts from previous units.</b> In Unit 7 students will acknowledge differences in the point of view of characters and/or authors by reading a variety of literary and informational texts.</p> <p>In writing, students will continue to develop their opinion writing skills, supporting their viewpoints with reasons and information. They will be able to introduce a topic, state their opinion, supply reasons to support their stance, and provide a concluding statement or section. Students will utilize the writing process and strengthen their writing with support from adults and peers as needed.</p>	<p>RL.2.1 RL.2.1 RL.2.6 RI.2.6 RF.2.3 W.2.1 W.2.6 W.2.7 SL.2.4 SL.2.6</p>	<p>RL.2.7 RI.2.7 RL.2.9 RI.2.9 W.2.5</p>	<p>RL.2.4 RI.2.4 RL.2.10 RI.2.10 RF.2.4 W.2.8 SL.2.1 a-c L.2.1 a-f L.2.2 a-e L.2.3 L.2.4 a-e L.2.5 a-b L.2.6</p>

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