

2017-2018

2nd Grade ELA – Unit 1

Dates: July 31st - Sept 8th

- 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, fluency and comprehension) to build foundational reading skills.
- 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one syllable words.
- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- 2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock)
- 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.
- 2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.
- 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple meaning words (e.g., change, duck).
- 2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
- 2.W.6.1: Demonstrate command of English grammar and usage, focusing on:
 - 2.W.6.1c: Adjectives/ Adverbs – Writing sentences that use adjectives and adverbs.
 - 2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- 2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 - 2.W.6.2c: Spelling – • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., word families) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
- 2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.
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- 2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.
- 2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.
- 2.SL.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that-Include a beginning. • Use temporal words to signal event order (e.g., first of all). • Provide details to describe actions, thoughts, and feelings. • Provide an ending.
- 2.W.4: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre.
 - Revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice). • Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Provide feedback to other writers.
 - Use available technology to publish legible documents.
- 2.W.5: With support, conduct short research on a topic.
 - Find information on a topic of interest (e.g., cardinals).
 - Identify various visual and text reference sources.
 - Organize, summarize, and present the information, choosing from a variety of formats.

2017-2018

2nd Grade ELA – Unit 2

Dates: Sept 11th- Nov 3rd

- **2.RF.1:** Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
- **2.RF.4.3:** Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one syllable words.
- **2.RF.4.4:** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- **2.RF.4.5:** Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock)
- **2.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **2.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **2.RL.2.1:** Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
- **2.RL.2.2:** Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **2.RL.2.3:** Describe how characters in a story respond to major events and how characters affect the plot.
- **2.RL.4.2:** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.
- **2.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **2.RN.2.1:** Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- **2.RN.3.1:** Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
- **2.RN.3.2:** Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- **2.RN.3.3:** Identify what the author wants to answer, explain, or describe in the text.
- **2.RV.1:** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- **2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple meaning words (e.g., change, duck).
- **2.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- **2.RV.3.2:** Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
- **2.W.6.1:** Demonstrate command of English grammar and usage, focusing on:
- **2.W.6.1a:** Nouns/Pronouns – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.

- 2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- 2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
 - 2.W.6.2a: Capitalization – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.
 - 2.W.6.2b: Punctuation – Using an apostrophe to form contractions and singular possessive nouns.
 - 2.W.6.2c: Spelling – • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., word families) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
- 2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
 - 2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
 - 2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.
 - 2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.
 - 2.SL.2.5: Build on others’ talk in conversations by linking comments to the remarks of others.
 - 2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - 2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.
 - 2.SL.4.3: Give and follow multi-step directions.
- 2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that
 - Include a beginning.
 - Use temporal words to signal event order (e.g., first of all).
 - Provide details to describe actions, thoughts, and feelings.
 - Provide an ending.
- 2.W.5: With support, conduct short research on a topic.
 - Find information on a topic of interest (e.g., cardinals).
 - Identify various visual and text reference sources.
 - Organize, summarize, and present the information, choosing from a variety of formats.
- 2.W.4: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre.
 - Revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice). • Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Provide feedback to other writers.
 - Use available technology to publish legible documents.

2017-2018

2nd Grade ELA – Unit 3

Dates: Nov 6th - Dec 22nd

- 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
- 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one syllable words.
- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- 2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock)
- 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
- 2.RL.2.2: Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- 2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
- 2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.RL.3.2: Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.
- 2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- 2.RN.4.1: Describe how an author uses facts to support specific points in a text.
- 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple meaning words (e.g., change, duck).
- 2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
- 2.W.6.1: Demonstrate command of English grammar and usage, focusing on:

- 2.W.6.1b: Verbs – Writing sentences that use the past tense of frequently occurring irregular verbs.
 - Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
- **2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:**
 - 2.W.6.2b: Punctuation – Using commas in greetings and closings of letters, dates, and to separate items in a series.
 - 2.W.6.2c: Spelling – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
Generalizing learned spelling patterns (e.g., word families) when writing words.
Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
- **2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.**
- **2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.**
- **2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.**
- **2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.**
- **2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.**
- **2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.**
- **2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.**
- **2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.**
- **2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.**
- **2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that**
 - Include a beginning.
 - Use temporal words to signal event order (e.g., first of all).
 - Provide details to describe actions, thoughts, and feelings.
 - Provide an ending.
- **2.W.4: Apply the writing process to –**
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre.
 - Revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice).
 - Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Provide feedback to other writers.
 - Use available technology to publish legible documents.
- **2.W.5: With support, conduct short research on a topic.**
 - Find information on a topic of interest (e.g., cardinals).
 - Identify various visual and text reference sources
 - Organize, summarize, and present the information, choosing from a variety of formats.

2017-2018

2nd Grade ELA – Unit 4

Dates: Jan 8th - Feb 16th

- **2.RF.1:** Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
- **2.RF.4.3:** Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one syllable words.
- **2.RF.4.5:** Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).
- **2.RF.4.6:** Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
- **2.RF.5:** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- **2.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **2.RL.2.1:** Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
- **2.RL.2.2:** Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **2.RL.3.1:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **2.RL.4.1:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **2.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- **2.RN.2.1:** Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- **2.RN.2.2:** Identify the main idea of a multiparagraph text and the topic of each paragraph.
- **2.RN.3.1:** Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
- **2.RN.3.2:** Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- **2.RN.3.3:** Identify what the author wants to answer, explain, or describe in the text.
- **2.RV.1:** Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- **2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple meaning words (e.g., change, duck).
- **2.RV.2.4:** Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
- **2.RV.2.5:** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- **2.RV.3.1:** Recognize that authors use words (e.g., regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms) to provide rhythm and meaning in a story, poem, or song.
- **2.RV.3.2:** Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

- 2.W.6.1b: Verbs –
 - Writing sentences that use the past tense of frequently occurring irregular verbs.
 - Understanding the functions of different types of verbs (e.g., action, linking) in sentences.
- 2.W.6.1c: Adjectives/Adverbs –
 - Writing sentences that use adjectives and adverbs.
- 2.W.6.1e: Usage –
 - Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- 2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:
- 2.W.6.2b: Punctuation –
 - Using commas in greetings and closings of letters, dates, and to separate items in a series.
- 2.W.6.2c: Spelling –
 - Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
 - Generalizing learned spelling patterns (e.g., word families) when writing words.
 - Correctly spelling common irregularly-spelled grade-appropriate high frequency words.
- 2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.
- 2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.SL.2.5: Build on others’ talk in conversations by linking comments to the remarks of others.
- 2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.
- 2.W.3.1: Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.
- 2.W.4: Apply the writing process to –
 - Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers. • Use available technology to publish legible documents.
- 2.W.5: With support, conduct short research on a topic.
 - Find information on a topic of interest (e.g., cardinals).
 - Identify various visual and text reference sources.
 - Organize, summarize, and present the information, choosing from a variety of formats.

2017-2018

2nd Grade ELA – Unit 5

Dates: Feb 20th - April 13th

- 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
- 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one syllable words.
- 2.RF.4.4: Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., through, tough; Jan., Fri.).
- 2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).
- 2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
- 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
- 2.RL.2.3: Describe how characters in a story respond to major events and how characters affect the plot.
- 2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- 2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- 2.RN.2.2: Identify the main idea of a multiparagraph text and the topic of each paragraph.
- 2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text.
- 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.
- 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple meaning words (e.g., change, duck).
- 2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
- 2.RV.4.4: Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
- 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.
- 2.W.4: Apply the writing process to –

- Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation); and provide feedback to other writers.
- Use available technology to publish legible documents.
- **2.W.6.1: Demonstrate command of English grammar and usage, focusing on:**
 - 2.W.6.1e: Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- **2.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:**
 - 2.W.6.2b: Punctuation – Using an apostrophe to form contractions and singular possessive nouns.
 - 2.W.6.2c: Spelling –
 - Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant blend patterns. • Generalizing learned spelling patterns (e.g., word families) when writing words. • Correctly spelling common irregularly spelled grade appropriate high frequency words.
- **2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.**
- **2.SL.2.1: Participate in collaborative conversations about grade appropriate topics and texts with peers and adults in small and larger groups.**
- **2.SL.2.3: Listen to others, take one’s turn in respectful ways, and speak one at a time about the topics and text under discussion.**
- **2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.**
- **2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.**
- **2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.**
- **2.SL.4.1: Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.**
- **2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.**
- **2.SL.4.3: Give and follow multistep directions.**
- **2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; applying reading standards to write in response to literature and nonfiction texts.**
- **2.W.3.2: Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.**
- **2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that-**
 - Include a beginning
 - Use temporal words to signal event order (e.g., first of all)
 - Provide details to describe actions, thoughts, and feelings
 - Provide an ending
- **2.W.4: Apply the writing process to –**
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre.
 - Revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice).
 - Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Provide feedback to other writers.
 - Use available technology to publish legible documents.

2017-2018

2nd Grade ELA – Unit 6

Dates: April 16th - May 25th

- 2.RF.1: Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.
- 2.RF.4.3: Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one syllable words.
- 2.RF.4.5: Know and use common word families when reading unfamiliar words (e.g., -ale, -est, -ine, -ock).
- 2.RF.4.6: Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., kitten's, sisters'), and compound words.
- 2.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
- 2.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.
- 2.RL.2.4: Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.
- 2.RL.3.1: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 2.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
- 2.RN.2.1: Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- 2.RN.2.2: Identify the main idea of a multi-paragraph text and the topic of each paragraph.
- 2.RN.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.
- 2.RN.3.2: Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
- 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.
- 2.RN.4.2: Compare and contrast the most important points presented by two texts on the same topic.
- 2.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.
- 2.RV.2.2: Identify relationships among words, including common synonyms and antonyms, and simple multiple meaning words (e.g., change, duck).
- 2.RV.3.2: Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.
- 2.W.6.2c: Spelling –
 - Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.
 - Generalizing learned spelling patterns (e.g., word families) when writing words.
 - Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

- 2.SL.1: Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 2.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
- 2.SL.2.3: Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.
- 2.SL.2.4: Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 2.SL.2.5: Build on others' talk in conversations by linking comments to the remarks of others.
- 2.SL.3.1: Determine the purpose for listening (e.g., to obtain information, to enjoy humor) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 2.SL.3.2: Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.
- 2.SL.4.2: Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.
- 2.SL.4.3: Give and follow multi-step directions.
- 2.W.1: Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; applying reading standards to write in response to literature and nonfiction texts.
- 2.W.3.3: Develop topics for friendly letters, stories, poems, and other narrative purposes that-
 - Include a beginning.
 - Use temporal words to signal event order (e.g., first of all).
 - Provide details to describe actions, thoughts, and feelings.
 - Provide an ending.
- 2.W.4: Apply the writing process to –
 - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre.
 - Revise writing, using appropriate reference materials, by adding details (e.g., organization, sentence structure, word choice).
 - Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
 - Provide feedback to other writers.
 - Use available technology to publish legible documents.