

## 2<sup>nd</sup> Grade Scope and Sequence ELA

Unit of Study	Big Idea	Essential Question	Resources	Standards
Unit 1  September 6 – October 14  (6 weeks)	Main Idea	How do strategic readers create meaning from informational and literary text?  What is this text really about?  What makes a good story?	<u>Journeys Unit 1</u> -Henry and Mudge (Level I), All in the Family (Level J) -My Family (J), Family Poetry (J) -Dogs (J), Helping Paws (L) -Diary of a Spider (K), A Swallow and a Spider (K) -Teacher's Pets (K), See Westburg by Bus! (L)	CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text. CC.1.3.2.A Recount stories and determine their central message, lesson, or moral. CC.1.3.2.C Describe how characters in a story respond to major events and challenges. CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
Unit 2  October 17 – November 23  (6 weeks)	Text Structure (Sequencing)	How does story structure and sequence help you to understand a story?  How do the decisions and actions of characters reveal their personalities?  How do you write to inform?	<u>Journeys Unit 2</u> -Animals Building Homes (K), Whose Home is This? (L) -The Ugly Vegetables (K), They Really are Giant! (L) -Super Storms (L), Weather Poems (L) -How Chipmunk Got His Stripes (K), Why Rabbits Have Short Tails (J) -Click, Clack, Moo (K), Talk about Smart Animals (K) (*from Journeys Unit 3)	CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.3.2.C Describe how characters in a story respond to major events and challenges. (Revisit) CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly (Note: step by step, recipe, how to)
Unit 3  November 28 – January 13  (6 weeks)	Text Features	How can you use text features to locate key facts?  How do the illustrations help us to understand the narrative?  How do you write to inform?	<u>Journeys Unit 3</u> -Jellies: the Life of a Jellyfish (M), Splash Photography (L) (*from Journeys Unit 2) -Ah, Music! (M), There's a Hole at the Bottom of the Sea (J) -Schools Around the World (K), An American School (L) -Officer Buckle and Gloria (K), Safety at Home (L) -Mysterious Tadpole (L), From Eggs to Frogs (L) (*from Journeys Unit 6)	CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.G Explain how graphic representations contribute to and clarify a text. CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.4.2.A Write informative/

				explanatory texts to examine a topic and convey ideas and information clearly (Informative Writing)
Unit 4  January 17 - February 24  (6 weeks)	Comparison	How does comparing texts deepen your understanding key information and story elements?  How does interaction with text provoke thinking and response?	<u>Journeys Unit 4</u> -Mr. Tannen's Tie Trouble (Level L), The Jefferson Daily News (L) -Luke Goes to Bat (K), Jackie Robinson (L) -The Signmaker's Assistant (N), The Trouble with Signs (L) -Dex: the Heart of a Hero (M), Heroes Then and Now (K) -Gloria Who Might be my Best Friend (L), How to Make a Kite (L) (*from Journeys Unit 5)	CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic. CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts (*note: this is a gr. 3 standard for writing in response to literature, we recommend gr. 2 appropriate exposure to this standard)
Unit 5  February 27 – April 7  (6 weeks)	Inferencing (Context)	How do strategic readers create meaning from informational and literary text?  How does interaction with text provoke thinking and response?	<u>Journeys Unit 5</u> -My Name is Gabriela (N), Poems About Reading and Writing (K) (*from Journeys Unit 4) -Penguin Chick (N), Emperor Penguins (N) -The Goat and the Rug (N), Basketweaving (N) -Half Chicken (M), The Lion and the Mouse (K) -From Seed to Plant (N), Super Soil (N)	CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (note: precursor to inference) CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (note: precursor to inference) CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis,

				reflection, and research, applying grade-level reading standards for literature and informational texts (*note: this is a gr. 3 standard for writing in response to literature, we recommend gr. 2 appropriate exposure to this standard)
Unit 6  April 10 – May 26  (6 weeks)	Point of View	<p>Why does the author use certain details to support points in a text?</p> <p>How can I organize my thoughts and words to express my opinion?</p> <p>How can I organize my thoughts and words to express and support my opinion?</p>	<p><u>Journeys Unit 6</u></p> <p>-Helen Keller (K), Talking Tools (M) (*from Journeys Unit 3)</p> <p>-The Dog that Dug for Dinosaurs (M), La Brea Tar Pits (M)</p> <p>-Yeh-Shen (M), Cinderella (L)</p> <p>-Two of Everything (M), Stone Soup (L)</p> <p>-Now &amp; Ben (O), A Model Citizen (M)</p>	<p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text.</p> <p>CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.4.2.G Write opinion pieces on familiar topics or texts.</p>

\*\*\*\*\*Please note: Standards 1.2.- J, K, and L and 1.3-1, J, and K (regarding vocabulary and range of reading) are embedded throughout the curriculum.\*\*\*\*\*

\*\*\*\*\*Please note: Standard CC.1.1.1.E/Fluency is embedded throughout the curriculum and measured through DIBELS monitoring.\*\*\*\*\*