

# Unit 2 English Language Arts Grade 2

Content Area: **Language Arts**  
Course(s): **Generic Course**  
Time Period: **Marking Period 1**  
Length: **October November December**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

LA.2.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.2.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.2.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.2.CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.L.2.1.a	Use collective nouns (e.g., group).
CCSS.ELA-Literacy.L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
CCSS.ELA-Literacy.L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).
CCSS.ELA-Literacy.L.2.2.b	Use commas in greetings and closings of letters.
CCSS.ELA-Literacy.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
CCSS.ELA-Literacy.L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
CCSS.ELA-Literacy.L.2.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
CCSS.ELA-Literacy.L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CCSS.ELA-Literacy.L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CCSS.ELA-Literacy.L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
CCSS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
CCSS.ELA-Literacy.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., When other kids are happy that makes me happy).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CCSS.ELA-Literacy.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-Literacy.RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
CCSS.ELA-Literacy.RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How can generating questions about a story help you understand the story better?
- How can making inferences help you better understand story characters and events?
- How do you draw on personal experiences to write a story?
- How does "how-to" writing help inform a person?
- How will sequencing events help to summarize a selection?
- How does drawing conclusions help to summarize and better understand the article?
- What is a friendly letter and when is it used?
- What is a noun?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- "How-to" writing uses simple, easy-to-follow sentences to tell how to do or make something. "How-to" writing tells each step in order. It uses numbers to show the order. It may have matching illustrations. The purpose of "how-to" writing is to inform.
- A friendly letter has five parts: heading, greeting, body, closing, and signature. It includes descriptive details about something in the writer's life. The audience might be a friend or relative. The purpose is to inform.
- A noun is a word that names a person, place, or thing.
- Good readers ask questions such as: What is the main idea of the story? Who are the characters? What is the setting? What is the problem in the story? How will it be solved? What do I predict will happen next? Answering these questions as they read helps them better understand the story.
- Sometimes the answers to our questions are not stated in the text. When you make inferences, you make decisions about a story based on the story, pictures, and what you already know. Making inferences can help you better understand story characters and events.
- The sequence is the order of events in a selection. To find out the sequence of events, look for clue words such as first, next, then, and last. Finding the sequence of events will help you better summarize, or

retell, only the most important events in the selection.

- Using small moment life experiences and retelling them with a clear beginning, middle, and end will help students write a personal narrative. It should give many details from person experience, be well-organized, and be written in first person point of view.
- When you draw conclusions, you use what you already know and clues the author gives you. Drawing conclusions helps you understand stories in new ways.

## **Content**

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Students will be able to:

- spell words with short and long a, i, o, u
- spell words with consonant blends (sl, dr, sk, sp, st)
- summarize a selection
- draw conclusions
- identify nouns (singular, plural, proper, possessive)
- apply knowledge of word meanings and context clues
- use a graphic organizer
- summarize a story read aloud
- express personal responses to literature
- identify nouns and use commas in a series
- add -er and -est to form multi-syllabic superlatives
- write a "how-to" poster
- write a friendly letter
- make comparisons across texts
- identify sequence of events
- retell a selection to show understanding
- identify main idea and details
- use context clues and antonyms to determine the meanings of words
- learn the meaning of vocabulary words in context
- use a dictionary to find the meanings of homophones
- summarize key information from informational text
- generate questions while reading
- identify abbreviations
- capitalize and punctuate abbreviations
- write a personal narrative
- make inferences
- use text feature: illustrations and captions

## **Assessment**

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Fountas and Pennell: Benchmarking Fall, Winter, Spring

## **Resources**

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Treasures Student book

Student On-level practice book

Student Beyond-level practice book

Student Grammar workbooks

Student Spelling workbooks

Workstation Flipcharts

Retelling Cards

Journals

ActivBoard Flipcharts

Teaching Chart

Leveled Library

High Frequency Word Cards

Guided Reading Leveled Books