

Scope and Sequence

Course/Subject: ELA

Grade Level: 2nd Grade

Month	Unit Title	Standards	Skills, concepts, and topics learned.	Acceptable Evidence
September-October	Unit 1: How do families and friends learn, grow, and help one another?	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 4. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 6. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). 	<p>Comprehension Skills and Strategies Key details, visualize, character/setting/ events, ask and answer questions</p> <p>Grammar Statements, questions, commands, exclamations, capitalization/ punctuation, sequence words, quotations</p> <p>Genres Fantasy, Realistic Fiction, Fiction, Narrative Nonfiction, Expository</p>	<ul style="list-style-type: none"> - Weekly spelling, vocab, and grammar activities, centers, and assessments. - Writing prompts related to reading topics. - Reading genre exploration. - Differentiated small group instruction and book studies. - Small group formative assessment. - Weekly and Unit summative assessment of student learning.

		<ol style="list-style-type: none"> 7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 9. Use commas in greetings and closings of letters. 10. Use sentence-level context as a clue to the meaning of a word or phrase. 11. Know and apply grade-level phonics and word analysis skills in decoding words. 12. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). 13. Distinguish long and short vowels when reading regularly spelled one-syllable words. 		
<p>October- November</p>	<p>Unit 2:How do animals play a part in the world around us?</p>	<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. 2. Describe how characters in a story respond to major 	<p>Comprehension Skills and Strategies Character/setting/plot, main topic/key details, make/confirm/revise predictions, reread</p> <p>Grammar Statements, questions, commands, exclamations, capitalization/</p>	<ul style="list-style-type: none"> - Weekly spelling, vocab, and grammar activities, centers, and assessments. - Writing prompts related to reading topics. - Reading genre exploration. - Differentiated small group instruction and book studies.

		<p>events and challenges.</p> <ol style="list-style-type: none"> 3. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 4. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 5. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 6. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 7. Use frequently occurring affixes as a clue to the meaning of a word. 8. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 9. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i>, <i>children</i>, <i>teeth</i>, <i>mice</i>, <i>fish</i>). 10. Use an apostrophe to form contractions and frequently occurring possessives. 11. Know and apply 	<p>punctuation, sequence words, quotations</p> <p>Genres Realistic Fiction, Fables, Narrative Nonfiction, Expository, Poetry</p>	<ul style="list-style-type: none"> - Small group formative assessment. - Weekly and Unit summative assessment of student learning.
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		<p>grade-level phonics and word analysis skills in decoding words.</p> <p>12. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>		
<p>December-January</p>	<p>Unit 3: What have you learned about the world that surprises you?</p>	<ol style="list-style-type: none"> 1. Describe how characters in a story respond to major events and challenges. 2. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 3. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 4. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 6. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors 	<p>Comprehension Skills and Strategies Author’s purpose, character/setting/plot/sequence, main ideas/key details, reread, ask/answer questions</p> <p>Grammar Action verbs, abbreviations, present tense verb, commas in a series, past/future tense verbs, letter punctuation, verb: have, book titles, combining/rearranging sentences, sentence punctuation</p> <p>Genres Expository, Fiction, Narrative Nonfiction</p>	<ul style="list-style-type: none"> - Weekly spelling, vocab, and grammar activities, centers, and assessments. - Writing prompts related to reading topics. - Reading genre exploration. - Differentiated small group instruction and book studies. - Small group formative assessment. - Weekly and Unit summative assessment of student learning.

		<p>or from different cultures.</p> <ol style="list-style-type: none"> 7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 9. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 10. Use commas in greetings and closings of letters. 11. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). 12. Know spelling-sound correspondences for additional common vowel teams. 		
<p>February-March</p>	<p>Unit 4: How do different environments make the world an interesting</p>	<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details 	<p>Comprehension Skills and Strategies Compare/contrast, cause and effect, plot, theme, reread, visualize</p> <p>Grammar</p>	<ul style="list-style-type: none"> - Weekly spelling, vocab, and grammar activities, centers, and assessments. - Writing prompts related to reading topics.

	place?	<p>in a text.</p> <ol style="list-style-type: none"> 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 4. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 5. Describe how characters in a story respond to major events and challenges. 6. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 7. Use an apostrophe to form contractions and frequently occurring possessives. 8. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). 9. Use sentence-level context as a clue to the meaning of a word or phrase. 10. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition,</i> 	<p>Linking/helping verbs, capitalization, proper nouns, quotation marks, irregular verbs, capitalize book title, letter punctuation, contractions, apostrophes with contractions</p> <p>Genres Expository, Realistic Fiction, Folktales/Drama, Poetry-Free Verse</p>	<ul style="list-style-type: none"> - Reading genre exploration. - Differentiated small group instruction and book studies. - Small group formative assessment. - Weekly and Unit summative assessment of student learning.
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		<p><i>additional</i>).</p> <ol style="list-style-type: none"> 11. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). 12. 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., <i>When other kids are happy that makes me happy</i>). 13. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). 14. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 15. Know and apply grade-level phonics and word analysis skills in decoding words. 		
<p>March-April</p>	<p>Unit 5: How can people make a difference?</p>	<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate 	<p>Comprehension Skills and Strategies Point of view, text: sequence, plot: problem and solution, cause and effect, summarize, make/confirm/revise</p>	<ul style="list-style-type: none"> - Weekly spelling, vocab, and grammar activities, centers, and assessments. - Writing prompts related to

		<p>understanding of key details in a text. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <ol style="list-style-type: none"> 2. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 3. Describe how characters in a story respond to major events and challenges. 4. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 5. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 6. Use frequently occurring affixes as a clue to the meaning of a word. 7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8. Use sentence-level context as a clue to the meaning of a word or phrase. 9. Demonstrate command of 	<p>predictions</p> <p>Grammar Pronouns, quotation marks, pronouns: I/ me/we/us, capitalizing I, possessive pronouns, capitalization of proper nouns, contractions, pronoun-verb agreement, book titles</p> <p>Genres Realistic Fiction, Literature: Fiction, Biography, Expository</p>	<p>reading topics.</p> <ul style="list-style-type: none"> - Reading genre exploration. - Differentiated small group instruction and book studies. - Small group formative assessment. - Weekly and Unit summative assessment of student learning.
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		<p>the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 10. Use an apostrophe to form contractions and frequently occurring possessives. 11. Recognize and explain the meaning of common idioms, adages, and proverbs. 12. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). 13. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 14. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). 		
<p>May</p>	<p>Unit 6: What keeps our world working?</p>	<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. 2. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when 	<p>Comprehension Skills and Strategies Theme, author's purpose, main idea/key details, problem/solution, point of view, reread, summarize</p> <p>Grammar Adjectives, commas in a series, articles: this/that/these/those, names and titles, adjectives that compare, apostrophes with possessive nouns, adverbs, prepositional phrases, capitalization,</p>	<ul style="list-style-type: none"> - Weekly spelling, vocab, and grammar activities, centers, and assessments. - Writing prompts related to reading topics. - Reading genre exploration. - Differentiated small group instruction and book studies. - Small group formative assessment. - Weekly and Unit summative

		<p>reading dialogue aloud.</p> <ol style="list-style-type: none"> 3. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 4. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 5. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 6. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 8. Use adjectives and adverbs, and choose between them depending on what is to be modified. 9. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 10. Use words and phrases acquired through 	<p>adverbs, sentence punctuation</p> <p>Genres Myth, Expository, Poetry: Rhyming poem</p>	<p>assessment of student learning.</p>
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		<p>conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p> <ol style="list-style-type: none">11. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).12. Know and apply grade-level phonics and word analysis skills in decoding words.13. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.14. Know spelling-sound correspondences for additional common vowel teams.15. Decode regularly spelled two-syllable words with long vowels.16. Identify words with inconsistent but common spelling-sound correspondences.		
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