

GES Grade 2 ELA Unit Map

Unit Title	Unit 1: Building a Community of Readers & Writers
Calendar Pacing	<i>6 Weeks</i>
Unit Overview	<p>By the end of Unit 1, readers will possess a love of reading, choose to read for pleasure and information, take pleasure from exploring different kinds of literature and texts, and ask and answer questions out of pure curiosity. Readers will be able engage in deep discussions related to character development, as another way to demonstrate their comprehension. Readers and writers work together in the classroom, by showing good listening and speaking habits, posing “thick” questions, and using their love of reading and writing to help them grow as learners and understand the world around them. Writers will learn how to effectively communicate a recalled story from their own past, utilizing grade-appropriate skills and strategies. Readers and writers will continue to develop a love of language and words, and work diligently to find and acquire new and interesting words to use in their speaking and writing. Readers are empowered to read, choose books based on interest and level, and become highly invested in reading and writing to learn and for pleasure.</p>
Priority Standards/Supporting Standards	<p><u>Literature</u> 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. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.5 Describe the overall structure of story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><u>Writing</u> 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. W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking & Listening</u> SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><u>Language</u> 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.</p>

	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.
Unit Title	Unit 2: Rhythm and Meaning in Story, Poem or Song
Calendar Pacing	<i>6 Weeks</i>
Unit Overview	By the end of unit 2, readers will develop a deeper understanding and love of prose and poetry through exposure and exploration of different genres, by close reading of texts and through collaborative discussions related to higher level texts read aloud. Readers develop a love of words, identifying, using, and determining the meaning and purpose. Embedded within poetry reading instruction, writers desire to share their opinions, beliefs, thoughts, desires with others, using reasons to support their opinion. Grade 2 students are creative in their ability to express themselves fluently in reading, writing, and drawing, taking into account and actively responding to others' questions and comments.
Priority Standards/Supporting Standards	<p><u>Literature</u> RL.2.4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><u>Writing</u> W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><u>Speaking & Listening</u> SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><u>Language</u> 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. L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>
Unit Title	Unit 3: Same Story/Different Cultures or Authors
Calendar Pacing	<i>6 weeks</i>
Unit Overview	By the end of unit 3, students will further utilize their analytic skills by comparing and contrasting similar stories. Students continue to analyze and dissect literature, videos, and texts through conversation, critical thinking, and collaboration. Students

	<p>grow to comprehend characters and their actions/emotions by becoming the characters themselves through expressive reading, role-playing, and audio/video recordings, which will enhance comprehension of the story as a whole. Students will gain a greater understanding of the world around them through close reading of literature across different cultures. Readers use what they know about daily strife and conflict and relate that knowledge directly to reading about characters and their development. Students write effective stories thoughtfully, referring to what they learned about reading through anchor charts.</p>
<p>Priority Standards/Supporting Standards</p>	<p><u>Literature</u> RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3 Describe how characters in a story respond to major events and challenges. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><u>Speaking & Listening</u> SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Writing</u> 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.</p>
<p>Unit Title</p>	<p>Unit 4: Same Topic/Two Texts</p>
<p>Calendar Pacing</p>	<p><i>6 weeks</i></p>
<p>Unit Overview</p>	<p>By the end of unit 4, readers continue to investigate problems, pursue interests, and use their curiosity about nature and the world, through informational texts. Readers become more analytical about texts on the same topic, being able to discuss and debate how authors present information in similar and different ways. Readers naturally ask burning questions from presenters that fill gaps or holes in knowledge. Readers love learning new domain-specific words and use that knowledge in writing, reading, and speaking about the topic. Readers understand that authors write informational literature for a specific reason and use that knowledge when writing about their own interests and abilities.</p>
<p>Priority Standards/Supporting Standards</p>	<p><u>Informational</u> RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>

	<p><u>Writing</u> W. 2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><u>Speaking & Listening</u> SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Unit Title	Unit 5: Becoming Experts in Reading Informational Text
Calendar Pacing	<i>6 weeks</i>
Unit Overview	By the end of unit 5, readers will become expand their curiosity and knowledge about the world around them, and use books to learn and discover new information. Readers will pinpoint confusing words in books read aloud and discuss ways to figure out the meaning of the words. They can also use images (in addition to the text to enhance their understanding. Readers will reflect upon what they are interested in and find books to satisfy their quest for knowledge, knowing specific features of informational text and how they enhance comprehension. Writers will write about a topic they have great knowledge of or are interested in, teaching their reader what they know in an organized and effective way, in the context of an All About Book of their choice.
Priority Standards/Supporting Standards	<p><u>Informational</u> RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p><u>Writing</u> W.2.2 Write informative/explanatory texts, in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (All About Books)</p> <p><u>Speaking & Listening</u> SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Language</u> 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.</p>

Unit Title	Unit 6: Research & Inquiry
Calendar Pacing	<i>6 weeks</i>
Unit Overview	<p>By the end of unit 6, second graders participate eagerly in thoughtful and planned research, integrating reading and writing seamlessly to achieve the goal of investigating a topic of interest. Readers are naturally inquisitive about independent, guided, and shared informational reading, asking and answering both literal and inferential questions, as they use details from the text to support their responses. Readers and writers will utilize what they learned about informational texts in the previous Unit 5 to craft their own informational piece of writing or book, incorporating several learned informational text features. Writers share their book or informational piece with a greater audience to “inform” them about a topic, respond to questions and critiques, and offer additional information to clarify misunderstandings or misconceptions through discourse.</p>
Priority Standards/Supporting Standards	<p><u>Informational</u> RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><u>Writing</u> W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Speaking & Listening</u> SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)</p>