

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	Second Grade
<b>Unit of Study</b>	Reading Literary
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

**ELAGSE2RL1 – Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Ask questions Answer questions	Who, what, where, when, why, and how to demonstrate understanding of <b>key details in text</b>	2

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will
- ask *who, what, where, when, why, and how* questions to demonstrate understanding of key details of a text
  - answer *who, what, where, when, why, and how* questions to demonstrate understanding of key details of a text

- Who is the main character in the text?
- What are the character’s strengths and weaknesses?
- Where and when is the setting of the story?
- How does the setting affect the character?
- When did the character’s feelings change?
- Why did the character make that choice?

### Essential Unit Vocabulary

characters  
 plot  
 setting  
 key details  
 text  
 cause & effect  
 demonstrate  
 inference  
 summarize  
 events

**Next step, create assessments and engaging learning experiences**

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<b>Unit of Study</b>	Reading Literary
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

**ELAGSE2RL2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Recount Determine	Central message, lesson, or moral of stories	2

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will
- recount the central message of the story
  - determine the moral of the story

- What is the moral of the story?
- What lesson did you learn from the folktale/fable?
- What textual evidence supports the central message or theme?
- How does the moral benefit me/others?
- What does \_\_ represent in the story?

### Essential Unit Vocabulary

**recount**  
**determine**  
**central message**  
**lesson**  
**moral**  
**folktales**  
**fables**

**Next step, create assessments and engaging learning experiences**

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Reading Literary	
<b>Duration of Unit</b>	1st, 2nd, and 4th 9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b>		
<b>ELAGSE2RL7 -Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</b>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Use information and demonstrate understanding	Of characters, setting, or plot from print or digital text	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>• understand characters, setting, or plot from text</li> </ul>		How is character, setting, or plot determined from information in the text?
<b>Essential Unit Vocabulary</b>		
characters setting plot illustration		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Content Area</b>	ELA
<b>Grade/Course</b>	Second Grade
<b>Unit of Study</b>	Reading Literary
<b>Duration of Unit</b>	2nd, 3rd, and 4th 9 weeks

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

**ELAGSE2RL9 - Compare and contrast two or more versions of the same story by different authors or from different cultures**

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Compare and Contrast	Two or more versions of same story	3

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will

- understand there are different versions of the same story within each culture and across cultures

How do story elements help readers compare/contrast two or more versions of the same story?

What are the story elements?

How can I use the story elements to compare and contrast multiple versions of the same story?

### Essential Unit Vocabulary

**compare**  
**contrast**  
**culture**  
**similar**  
**different**

**Next step, create assessments and engaging learning experiences**

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Reading Literary	
<b>Duration of Unit</b>	3rd and 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p><b>ELAGSE2RL10 - By the end of the year, <u>read and comprehend</u> literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range</b></p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Read and comprehend	Literature, including stories and poetry	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Students will</p> <ul style="list-style-type: none"> <li>● understand that reading texts independently involves appropriate use of strategies</li> <li>● understand that reading all types of literature increases comprehension and fluency at their grade level</li> </ul>		<p>How do readers adapt when text becomes more complex?</p>
<b>Essential Unit Vocabulary</b>		
<p><b>literature comprehend poetry strategy complexity</b></p>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p><b>ELAGSE2RI1 - Ask and answer</b> such questions as who, what, where, when, why, and how to demonstrate understanding of key details in the text.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Ask Answer	Who, what, where, when, why, and how questions to demonstrate understanding of <b>key details in text</b>	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>• ask and answer questions using specific details</li> </ul>		What are the key details from the text?  What questions did you have while reading the text?
<b>Essential Unit Vocabulary</b>		
details who what where when why how		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Content Area</b>	ELA
<b>Grade/Course</b>	Second Grade
<b>Unit of Study</b>	Reading Informational
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

**ELAGSE2RI2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Identify	Main topic of multi-paragraph text and focus of specific paragraphs within text	2

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

- Students will
- identify the main topic of the multiparagraph text
  - specify the main idea in each paragraph

- What is the main idea of the text?  
What is the main idea of certain paragraphs?

### Essential Unit Vocabulary

**main Idea**  
**specific details**  
**paragraph**  
**topic sentence**  
**summarize**

**Next step, create assessments and engaging learning experiences**

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	1st and 4th 9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
<b>ELAGSE2RI4 - Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area</b>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Determine	Meanings of words and phrases in a text	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>● determine meanings of words and phrases from text</li> </ul>		How do meanings of words and phrases help us to understand the text or topic?
<b>Essential Unit Vocabulary</b>		
character setting plot illustration phrase definition		
<b>Next step, create assessments and engaging learning experiences</b>		



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<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	2nd and 4th 9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
<p><b>ELAGSE2RI5</b> - <b>Know and use</b> various text features to <b>locate</b> <u>key facts or information</u> in a text efficiently.</p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Know Use Locate	Text features Key facts or information	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>• understand that text features improve understanding of a text</li> </ul>		Why do I need to know how to use text features?  How do I recognize and use text features to locate key facts and information?
<b>Essential Unit Vocabulary</b>		
subheadings bold print captions glossary		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	3rd and 4th 9 weeks	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
<b>ELAGSE2RI7 - Explain <u>how specific images contribute to and clarify</u> a text</b>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Explain Clarify	Contribution of specific images to a text	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>• understand that images and diagrams clarify the meaning of a text</li> </ul>		How does analyzing more than one text help us to build our knowledge?
<b>Essential Unit Vocabulary</b>		
image diagram clarify explain		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	2nd, 3rd, and 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p><b>ELAGSE2RI8 - Describe how reasons support specific points the author makes in a text.</b></p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Describe	How reasons support specific points author makes in text	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>● identify the author's main purpose of the text</li> <li>● find specific points the author makes in the text</li> </ul>		What is the author's main purpose of the text?  Can you tell me 3 specific points the author is making in the text?  What point is the author trying to make?  How does the author support that point?
<b>Essential Unit Vocabulary</b>		
author's main purpose/point text specific points supporting reasons/details topic sentence		
<b>Next step, create assessments and engaging learning experiences</b>		

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<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Reading Informational	
<b>Duration of Unit</b>	3rd and 4th 9 weeks	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. (<b>address “supporting” standards in daily lesson plans</b>)</p>		
<p><b>ELAGSE2RI10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Read Comprehend	Grades 2-3 informational texts proficiently with scaffolding as needed	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>● read and comprehend grade level informational text</li> </ul>		<ul style="list-style-type: none"> <li>● What are the key details in the text?</li> <li>● What does the author want us to know?</li> <li>● How do the text features help with comprehension?</li> <li>● How did you choose the nonfiction text to read?</li> <li>● What strategies should you use to comprehend a complex text?</li> <li>● How do you monitor your comprehension as you read?</li> </ul>
<b>Essential Unit Vocabulary</b>		
<p><b>comprehension</b> <b>complex text</b> <b>fluency</b> <b>decode</b> <b>informational text</b></p>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	Second Grade
<b>Unit of Study</b>	Reading Foundational
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

**ELAGSE2RF3 – Know and apply grade-level phonics and word analysis skills in decoding words.**

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.**
- b. Know spelling-sound correspondences for additional common vowel teams.**
- c. Decode regularly spelled two-syllable words with long vowels.**
- d. Decode words with common prefixes and suffixes.**
- e. Identify words with inconsistent but common spelling-sound correspondences.**

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Know and apply  Distinguish Know  Decode  Identify	Grade-level phonics skills and word analysis skills Long and short vowels when reading Spelling-sound correspondences for vowel teams Two-syllable words with long vowels and words with common prefixes and suffixes Words with inconsistent but common spelling-sound correspondences	2

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will

- decode unfamiliar words during reading using phonics and word analysis skills

- How can I read a word when I do not know what it is?
- What kind of sounds do vowels make?
- How many syllables are in (word)?
- Where is a prefix in a word?
- Where is a suffix in a word?

### Essential Unit Vocabulary

long vowels  
 short vowels  
 vowel teams  
 syllables  
 prefix  
 suffix  
 decode  
 irregularly spelled words  
 high-frequency words

**Next step, create assessments and engaging learning experiences**

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Reading Foundational	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
<p><b>ELAGSE2RF4 – Read with sufficient accuracy and fluency to support comprehension.</b></p> <p><b>a. Read on-level text with purpose and understanding</b></p> <p><b>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</b></p> <p><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p> <p><b>d. Recognize and read grade-appropriate irregularly spelled words.</b></p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Read  Use  Recognize and read	On-level text with sufficient accuracy and fluency to support comprehension both orally and silently Context to confirm or self-correct unknown words for understanding Grade-appropriate irregularly spelled words	2
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>● read and comprehend grade level text with sufficient accuracy and fluency</li> </ul>		<ul style="list-style-type: none"> <li>● How do readers construct meaning from text?</li> <li>● How do we become stronger readers?</li> <li>● How do we increase our reading fluency?</li> <li>● How do I increase my reading rate?</li> <li>● How do I read with expression?</li> </ul>
<b>Essential Unit Vocabulary</b>		
<b>Fluency</b> <b>Accuracy</b> <b>Comprehension</b> <b>Self-correct</b> <b>Expression</b>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Writing	
<b>Duration of Unit</b>	All year	
<p>Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. <b>(address “supporting” standards in daily lesson plans)</b></p>		
<p><b>ELAGSE2W1: 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.</b></p>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Write Introduce State Supply Use  Provide	Opinion pieces Topic or book writing about Opinion Reasons to support the opinion Linking words to connect reasons Conclusion--statement or section	3
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>● write opinion pieces</li> <li>● state opinion with reasons to support it using linking words</li> <li>● conclude with a statement or section</li> </ul>		What is the opinion in your writing piece?  What reasons support your opinion?  What linking words did you use in your writing piece?  How did you conclude your piece?
<b>Essential Unit Vocabulary</b>		
<b>opinion</b> <b>main topic</b> <b>conclusion</b> <b>linking words</b>		
<b>Next step, create assessments and engaging learning experiences</b>		

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	Second Grade
<b>Unit of Study</b>	Writing
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (address “supporting” standards in daily lesson plans)

**ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
<p>Write informative/expository texts</p> <p>Sustain a focused topic</p> <p>Include the appropriate purpose, expectations, and length for the audience and genre</p> <p>Add facts and details to the writing</p> <p>Use organizational structures for conveying information (chronological order, similarities and differences, questions and answers)</p> <p>Use graphic features (charts, tables, and graphs)</p> <p>Use a variety of resources (encyclopedia, Internet, books) to research and share information on a topic</p> <p>Provide a concluding statement or section</p>	<p>Sentence writing (complete simple and complex sentence choices) text features of informational text, subject verb agreement, punctuation and capitalization rules, paragraph construction.</p>	3

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)



<p>Write expository text that informs the reader in an organized fashion so that text is easily followed and understood using traditional text features.</p>	<p>Who is your audience?</p> <p>What is your purpose for writing?</p> <p>Did the informational details I included remain on topic?</p> <p>Did I include meaningful graphic features?</p> <p>Does my text flow with logical organization?</p> <p>Did I include a strong conclusion?</p>
<b>Essential Unit Vocabulary</b>	
<p><b>informative</b> <b>explanatory</b> <b>topic</b> <b>fact</b> <b>definition</b> <b>chronological order</b> <b>concluding statement</b> <b>similarities</b> <b>focus</b> <b>differences</b> <b>details</b> <b>graphic features</b></p>	
<b>Next step, create assessments and engaging learning experiences</b>	

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	Second Grade
<b>Unit of Study</b>	Writing
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

**ELAGSE2W3: 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.**

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Write Recount Include  Describe Use  Provide	Narratives Event or sequence of events Details Actions, thoughts, and feelings Temporal words to signal event order Sense of closure	3

<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)	<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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<p>Students will</p> <ul style="list-style-type: none"> <li>● write a narratives that             <ul style="list-style-type: none"> <li>○ recount well-elaborated event or short sequence of events</li> <li>○ include details to describe actions, thoughts, and feelings</li> <li>○ use temporal words to signal event order</li> <li>○ provide some sense of closure</li> </ul> </li> </ul>	<p>What is your story about?</p> <p>Who are the characters in your story?</p> <p>What problem will the main character face?</p> <p>Where and when does your story take place?</p> <p>Why was the setting important to your story?</p> <p>What events happen in your story?</p> <p>How do the characters feel in your story?</p> <p>What words can you use to signal event order?</p> <p>Did you use words like earlier, later, soon to show how time is changing in the story?</p> <p>What events lead up to the conclusion? How is the problem solved?</p>
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### Essential Unit Vocabulary

**narrative**  
**event**  
**details**  
**actions, thoughts, & feelings**  
**temporal/signal/transition words**  
**closure**  
**elaborate**  
**problem/solution**  
**closure**

**Next step, create assessments and engaging learning experiences**

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Speaking and Listening	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
<b>ELAGSE2SL1-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b> <b>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Participate Ask	Collaborative conversations Clarification/explanation	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>• ask for clarification and further explanation as needed concerning topics and texts under discussion</li> </ul>		<ul style="list-style-type: none"> <li>• What can you do if you do not understand something being discussed?</li> </ul>
<b>Essential Unit Vocabulary</b>		
collaborative conversation clarification explanation		
<b>Next step, create assessments and engaging learning experiences</b>		

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA	
<b>Grade/Course</b>	Second Grade	
<b>Unit of Study</b>	Speaking and Listening	
<b>Duration of Unit</b>	All year	
Insert priority standards below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know. ( <b>address “supporting” standards in daily lesson plans</b> )		
<b>ELAGSE2SL3-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.</b>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom’s</b>
Ask questions Answer questions	Clarify comprehension Gather information Deepen understanding	1
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will <ul style="list-style-type: none"> <li>• Ask and answer questions in order to clarify comprehension, gather information, or deepen understanding</li> </ul>		<ul style="list-style-type: none"> <li>• What can we do to help ourselves and others better understand what we are learning?</li> </ul>
<b>Essential Unit Vocabulary</b>		
clarify comprehension understanding		
<b>Next step, create assessments and engaging learning experiences</b>		

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	Second Grade
<b>Unit of Study</b>	Language
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

**ELAGSE2L1-Demonstrate** command of conventions of standard English grammar and usage when writing or speaking.

- a. **Use collective nouns**
- b. **Form and use** frequently occurring irregular plural nouns.
- c. **Use reflexive pronouns.**
- d. **Form and use** the past tense of frequently occurring irregular verbs.
- e. **Use adjectives and adverbs, and choose between them depending on what is to be modified.**
- f. **Produce, expand, and rearrange** complete simple and compound sentences.
- g. **Creates documents with legible handwriting.**

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Demonstrate  Use Form and use  Produce, expand, and rearrange Create	Command of conventions of English grammar and usage when writing and speaking Collective nouns and reflexive pronouns Irregular plural nouns and past tense of irregular verbs Simple and compound sentences Legible, handwritten documents	1

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will

- Employ conventions of standard English grammar (i.e., nouns, pronouns, adjectives, verbs, adverbs, simple sentences) when writing or speaking

- How do we use conventions of standard English grammar when writing or speaking?
- Why is the usage of proper grammar conventions important when writing or speaking?

### Essential Unit Vocabulary

conventions  
grammar  
nouns, pronouns, verbs, adjectives, adverbs, simple sentences  
irregular  
document  
produce, modify, expand, rearrange

**Next step, create assessments and engaging learning experiences**

## 2nd Grade Prioritized Standards

<b>Content Area</b>	ELA
<b>Grade/Course</b>	Second Grade
<b>Unit of Study</b>	Language
<b>Duration of Unit</b>	All year

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. (**address “supporting” standards in daily lesson plans**)

**ELAGSE2L2-Demonstrate** command of conventions of standard English capitalization, punctuation, and spelling when writing.

a. **Capitalize** holidays, product names, and geographic names.

b. **Use** commas in greetings and closings of letters.

c. **Use** an apostrophe to form contractions and frequently occurring possessives.

d. **Generalize** learned spelling patterns when writing words.

e. **Consult** reference materials, including beginning dictionaries, as needed to check and correct spellings.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Demonstrate  Capitalize  Use  Generalize Consult	Command of conventions of English capitalization, punctuation, and spelling when writing Holidays, product names, and geographic names Commas in greetings and closing of letters and apostrophes to form contractions and possessives Spelling patterns when writing words Reference materials to check for correct spellings	1

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Students will

- Employ conventions of standard English grammar (i.e., capitalization, punctuation, and spelling) when writing

- How do we use conventions of standard English when writing?
- When do we use capital letters when writing?
- When do we use punctuation when writing?
- What can you do if you do not know how to spell a word when writing?

### Essential Unit Vocabulary

conventions  
capitalization (capital, capitalize, uppercase)  
punctuation (period, question mark, exclamation point, quotations, apostrophe, etc.)  
spelling

**Next step, create assessments and engaging learning experiences**

