

ENGLISH LANGUAGE ARTS Grades 2

**YEARLY TRIMESTER UNITS (Model PARCC Framework)**

TRIMESTER	CLOSE READING OF TEXT RL. 2.1-2.10, RI 2.1-2.10		WRITING ABOUT TEXT W2.1-2.10			
	3-5 Core Stories	1 Extended Text	Extended Writing		Constructed Response	
<b>Trimester 1</b> Unit 1. Relationships  2. Growth and Change	<ul style="list-style-type: none"> <li>• “David’s New Friends”</li> <li>• “Mr. Putter and Tabby the Tea”</li> <li>• “Meet Rosina”</li> <li>• “My Name is Yoon”</li> </ul> <ul style="list-style-type: none"> <li>• “The Tiny Seed”</li> <li>• “A Trip to the Emergency Room”</li> </ul>	Informational: <ul style="list-style-type: none"> <li>• <i>Sarah Morton Day</i></li> <li>• <i>Samuel Eatons Day</i></li> </ul> Literature <ul style="list-style-type: none"> <li>• <i>No Dragons for Tea</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative 60%</b></li> </ul> Families celebrate holidays in many different ways. Think about a holiday that your family celebrates. Where were you? Who were you with? What did you do? What did you see? How did you feel? Write a narrative about your favorite holiday celebration.		Through constructed responses (RAISE): <ul style="list-style-type: none"> <li>• <b>Opinion 20%</b></li> <li>• <b>Information 20%</b></li> </ul>	
<b>Trimester 2</b> Unit 3. Growth and Change  4. Better Together  5. Land, Sea and Sky	<ul style="list-style-type: none"> <li>• “Farfallina and Marcel”</li> <li>• “There’s Nothing Like Baseball”</li> </ul> <ul style="list-style-type: none"> <li>• “Officer Buckle and Gloria”</li> <li>• “The Alvin Ailey Kids Dancing as a Team”</li> <li>• “Click, Clack, Moo”</li> </ul> <ul style="list-style-type: none"> <li>• “Goose’s Story”</li> </ul>	Fable Literature: <ul style="list-style-type: none"> <li>• <i>Ant and Grasshopper</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Opinion 60%</b></li> </ul> Many kids have different bedtimes. Some parents make their kids go to bed early and some let their kids stay up later. Think about your current bedtime at home. Write about what time, in your opinion, should be your bedtime. Write about how would you convince your parents that your bedtime should be changed to either earlier or later? What reasons would you share with them to support your opinion?		Through constructed responses (RAISE) <ul style="list-style-type: none"> <li>• <b>Narrative 20%</b></li> <li>• <b>Information 20%</b></li> </ul>	
<b>Trimester 3</b> Unit 6. Land, Sea and Sky  7. Discoveries	<ul style="list-style-type: none"> <li>• “A Way to Help the Planet Earth”</li> <li>• “Superstorms”</li> </ul> <ul style="list-style-type: none"> <li>• “Dig, Wait, Listen”</li> <li>• “Pushing Up to the Sky”</li> <li>• “Columbus Explores”</li> <li>• “The Moon”</li> <li>• “African American Inventors”</li> <li>• “New Lands”</li> </ul>	Literature: <ul style="list-style-type: none"> <li>• <i>Kate and the Beanstalk</i></li> <li>• <i>Jack and the Beanstalk</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Information/research 60%</b></li> </ul> We just read African American Inventors by Jim Haskins and learned about four different inventors. Think about one inventor within the text. Who was the inventor? What did he or she invent? How did the invention change the world? Write about one of the inventors in the text and describe how his or her invention changed the world. Remember to give specific details to support your thinking.		Through constructed responses (RAISE): <ul style="list-style-type: none"> <li>• <b>Narrative 20%</b></li> <li>• <b>Opinion 20%</b></li> </ul>	
<b>FOR READING AND WRITING IN EACH UNIT</b>						
	Cite Evidence RL/RI 2.1	Analyze content RL/RI 2.2-9, SL 2.2-3	Apply grammar L2.1-3	Apply vocabulary L2.4-6	Conduct discussions SL2.1	Report Findings SL 2.4-6
<b>READING: FOUNDATIONAL SKILLS</b>						
Phonics and Word Recognition RF.2.3			Fluency RF.2.4			

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