



# Sedalia School District #200

Level: Elementary

Subject Area: ELA

Unit/Grade: Unit 1---2nd grade

## Essential Question:

- How can describing the characters, setting, problem and solution help me retell the story?
- Why is it important to be able to describe a character in a story?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
<b>Week 1</b> Sept. 9-13	<b>2.R.1.A.d-</b> Develop and demonstrate reading skills in response to text by retelling a story's <b>beginning, middle, and end</b> and determining their central message, lesson or moral  <b>2.R.2.A.b-</b> Read, infer, analyze and draw conclusions to describe the main characters in works of fiction, including their <b>traits (inside/outside)</b> , motivations, and feelings  <a href="#">Missouri Learning Standards Show Me Standards</a>	<b>Sequence of Events</b> Author's Word Choice	Infer/ Predict	Short Vowels a,i CVC syllable pattern	<b>Narrative</b> <b>2.W.1.B.a-d</b> - Develop a draft by: <ul style="list-style-type: none"> <li>• sequencing ideas into clear sentences.</li> <li>• generating paragraphs with one main idea</li> <li>• creating evidence of beginning, middle, and end</li> <li>• addressing audience</li> </ul> <b>2.L.1.B</b> - In written text: <ul style="list-style-type: none"> <li>• Capitalize weeks/days/months/holidays and abbreviated titles of people (proper nouns)</li> </ul>
<b>Week 2</b> Sept 16-20		<b>Compare/Contrast</b> Informational Text	Question	Short Vowels o,u,e CVC syllable pattern	
<b>Week 3</b> Sept 23-27		<b>Author's Purpose</b> Compare and Contrast	Analyze/ Evaluate	Long Vowels a,i Sounds for c	
<b>Week 4</b> Sept 30- Oct 4		<b>Cause and Effect</b> Figurative Language	Summarize	Long Vowels o,u,e Sounds for g	
<b>Week 5</b> Oct 7-11		<b>Story Structure</b> Author's Word Choice	Visualize	Consonant Blends with r,l,s	



# Sedalia School District #200

**Level:** Elementary

**Subject Area:** ELA

**Unit/Grade:** Unit 2---2nd grade

## Essential Question:

- How can I get myself ready to read a non-fiction text?
- How do readers use key details from the text to support the main idea?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
<b>Week 6</b> Oct 14-18	<b>2.R.3.A.d</b> - Read, infer, and draw conclusions to explain common graphic features to assist in the interpretations of text  <b>2.R.3.C.a</b> -Read, infer, and draw conclusions to explain main ideas and supporting details  <b>(2.R.1.A.c)</b> -Develop and demonstrate reading skills in response to text by seeking clarification, and using information/facts and details about texts and supporting answers with evidence from text  <a href="#">Missouri Learning Standards Show Me Standards</a>	<b>Text and Graphic Features</b> Using Context	Question	Common Final Blends nd, ng, nk, nt, ft, xt, mp	<b>Informative</b> <b>2.W.1.B.a-d</b> - Develop a draft by: <ul style="list-style-type: none"> <li>• sequencing ideas into clear sentences.</li> <li>• generating paragraphs with one main idea</li> <li>• creating evidence of beginning, middle, and end</li> <li>• addressing audience</li> </ul> <b>2.W.1.C.a-b</b> - Reread, revise and edit drafts to: <ul style="list-style-type: none"> <li>• strengthen writing as needed by revising (i.e. main idea, details, word choice, sentence construction, event order, audience, voice)</li> <li>• edit for language conventions</li> </ul> <b>2.W.3.A.d</b> - Gather evidence from literary and informational sources <b>2.L.1.A.h</b> - Apply standard grammar to produce simple, declarative, imperative, exclamatory, and interrogative sentences. <b>2.L.1.B</b> - In written text: <ul style="list-style-type: none"> <li>• Capitalize weeks/days/months/holidays and abbreviated titles of people (proper nouns)</li> <li>• Use dialogue that contains quotation marks.</li> </ul>
<b>Week 7</b> Oct 21- Nov 1		<b>Conclusions</b> Story Structure	Analyze/ Evaluate	Double Consonants and ck Double Consonants (CVC)	
<b>Week 8</b> Nov 4-8		<b>Main Ideas and Details</b> Cause and Effect	Visualize	Consonant Digraphs th, sh, wh, ch, tch, ph Base Word Endings -s, -ed, -ing	
<b>Week 9</b> Nov 11-15		<b>Understanding Characters</b> Author's Word Choice	Summarize	Base Words and Endings -ed, -ing CV Syllable Pattern	
<b>Week 10</b> Nov 18-22		<b>Author's Purpose</b> Fact and Opinion	Monitor/ Clarify	Contractions	



# Sedalia School District #200

**Level:** Elementary

**Subject Area:** ELA

**Unit/Grade:** Unit 3---2nd grade

## Essential Question:

- What can you learn from characters you read about?
- How do events in a story contribute to the central message, lesson or moral?
- How do I use context clues to determine the meaning of a word?
- How do text features help in my understanding of the story?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
<b>Week 11</b> Nov 25- Dec 6	<b>2.R.1.A.d</b> -Develop and demonstrate reading skills in response to text by retelling a story's beginning, middle, and end and determining their central message, lesson, or moral	<b>Conclusions</b> Author's Word Choice	Infer/ Predict	Base Words and Endings -s, -es	<p><b>Opinion</b></p> <p><b>2.W.1.B.a-d</b> - Develop a draft by:</p> <ul style="list-style-type: none"> <li>• sequencing ideas into clear sentences.</li> <li>• generating paragraphs with one main idea</li> <li>• creating evidence of beginning, middle, and end</li> <li>• addressing audience</li> </ul> <p><b>2.W.1.C.a-b</b> - Reread, revise and edit drafts to:</p> <ul style="list-style-type: none"> <li>• strengthen writing as needed by revising (i.e. main idea, details, word choice, sentence construction, event order, audience, voice)</li> <li>• edit for language conventions</li> </ul> <p><b>2.W.3.A.d</b> - Gather evidence from literary and informational sources</p> <p><b>2.L.1.A.h</b> - Apply standard grammar to produce simple, declarative, imperative, exclamatory, and interrogative sentences.</p> <p><b>2.L.1.B</b> - In written text:</p> <ul style="list-style-type: none"> <li>• Capitalize weeks/days/months/holidays and abbreviated titles of people (proper nouns)</li> <li>• Use dialogue that contains quotation marks.</li> </ul>
<b>Week 12</b> Dec 9-13	<b>2.R.2.A.b</b> -Read, infer, analyze, and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings	<b>Text and Graphic Features</b> Fact and Opinion	Question	Vowel Digraphs ai, ay	
<b>Week 13</b> Dec 16-20	<b>2.R.1.B.c</b> - Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning word in text	<b>Main Idea and Details</b> Text and Graphic Features	Analyze/ Evaluate	Vowel Digraphs ee, ea	
<b>Week 14</b> Jan 6-10	<b>2.R.1.A.c</b> -Develop and demonstrate reading skills in response to text by seeking clarification, and using information/facts and details about texts and supporting answers with evidence from text.	<b>Author's Purpose</b> Genre: Biography	Summarize	Long o (o, oa, ow)	
<b>Week 15</b> Jan 13-17	<b>2.R.3.A.d</b> - Read, infer, and draw conclusions to explain common graphic features to assist in the interpretations of text.  <a href="#">Missouri Learning Standards</a> <a href="#">Show Me Standards</a>	<b>Cause and Effect</b> Humor	Monitor/ Clarify	Compound Words Schwa Vowel Sound	



# Sedalia School District #200

**Level:** Elementary

**Subject Area:** ELA

**Unit/Grade:** Unit 4---2nd grade

## Essential Question:

- How do events affect characters in a story?
- How can I use knowledge of word parts to determine the meaning of a word?
- How can the overall structure and text features of a story help the reader make meaning?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
<b>Week 16</b> Jan 20-24	<b>2.R.1.A.d</b> -Develop and demonstrate reading skills in response to text by retelling a story's beginning, middle, and end and determining their central message, lesson, or moral	<b>Story Structure</b> Understanding Characters	Infer/ Predict	Base Words and Endings -ed, -ing	<b>Narrative</b> <b>2.W.1.B.a-d</b> - Develop a draft by: <ul style="list-style-type: none"> <li>• sequencing ideas into clear sentences.</li> <li>• generating paragraphs with one main idea</li> <li>• creating evidence of beginning, middle, and end</li> <li>• addressing audience</li> </ul> <b>2.W.1.C.a-b</b> - Reread, revise and edit drafts to: <ul style="list-style-type: none"> <li>• strengthen writing as needed by revising (i.e. main idea, details, word choice, sentence construction, event order, audience, voice)</li> <li>• edit for language conventions</li> </ul> <b>2.L.1.A.h</b> - Apply standard grammar to produce simple, declarative, imperative, exclamatory, and interrogative sentences. <b>2.L.1.B</b> - In written text: <ul style="list-style-type: none"> <li>• Capitalize weeks/days/months/holidays and abbreviated titles of people (proper nouns)</li> <li>• Use dialogue that contains quotation marks.</li> </ul>
<b>Week 17</b> Jan 27-31	<b>2.R.2.A.b</b> -Read, infer, analyze, and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings  <b>2.R.1.B.c</b> - Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning word in text	<b>Sequence of Events</b> Formal and Informal Language	Visualize	Long i (i, igh, ie, y)	
<b>Week 18</b> Feb 3-7	<b>2.R.3.A.d</b> - Read, infer, and draw conclusions to explain common graphic features to assist in the interpretations of text	<b>Understanding Characters</b> Author's Word Choice	Analyze/ Evaluate	Long e Sound for y Changing y to i	
<b>Week 19</b> Feb 10-21	<b>2.R.1.A.c</b> -Develop and demonstrate reading skills in response to text by seeking clarification, and using information/facts and details about texts and supporting answers with evidence from text	<b>Text and Graphic Features</b> Point of View	Question	Words with ar	
<b>Week 20</b> Feb 24-28	<a href="#">Missouri Learning Standards</a> <a href="#">Show Me Standards</a>	<b>Compare and Contrast</b> Figurative Language	Monitor/ Clarify	Words with or, ore	



# Sedalia School District #200

**Level:** Elementary

**Subject Area:** ELA

**Unit/Grade:** Unit 5---2nd grade

## Essential Question:

- How does using background knowledge and information from the text help me make inferences and draw conclusions from a text?
- How can context in a story help me clarify the meaning of words and phrases?
- How do multiple paragraphs or chapters in a text inform readers about a topic?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
<b>Week 21</b> Mar 2-6	<b>2.R.1.A.d</b> -Develop and demonstrate reading skills in response to text by retelling a story's beginning, middle, and end and determining their central message, lesson, or moral	<b>Main Idea and Details</b> Cause and Effect	Infer/ Predict	Words with er, ir, ur	<b>Informative</b> <b>2.W.1.B.a-d</b> - Develop a draft by: <ul style="list-style-type: none"> <li>• sequencing ideas into clear sentences.</li> <li>• generating paragraphs with one main idea</li> <li>• creating evidence of beginning, middle, and end</li> <li>• addressing audience</li> </ul> <b>2.W.1.C.a-b</b> - Reread, revise and edit drafts to: <ul style="list-style-type: none"> <li>• strengthen writing as needed by revising (i.e. main idea, details, word choice, sentence construction, event order, audience, voice)</li> <li>• edit for language conventions</li> </ul> <b>2.W.3.A.d</b> - Gather evidence from literary and informational sources <b>2.L.1.A.h</b> - Apply standard grammar to produce simple, declarative, imperative, exclamatory, and interrogative sentences. <b>2.L.1.B</b> - In written text: <ul style="list-style-type: none"> <li>• Capitalize weeks/days/months/holidays and abbreviated titles of people (proper nouns)</li> <li>• Use dialogue that contains quotation marks.</li> </ul>
<b>Week 22</b> Mar 9-13	<b>2.R.2.A.b</b> -Read, infer, analyze, and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings	<b>Understanding Characters</b> Figurative Language	Question	Homophones Base Words and Endings -er, -est	
<b>Week 23</b> Mar 23-27	<b>2.R.1.B.c</b> - Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning word in text	<b>Conclusions</b> Sequence of Events	Summarize	Suffixes -y, -ly, -ful Final Stable Syllables -tion, -ture	
<b>Week 24</b> Mar 30-Apr 3	<b>2.R.3.A.d</b> - Read, infer, and draw conclusions to explain common graphic features to assist in the interpretations of text	<b>Cause and Effect</b> Point of View	Visualize	Prefixes re-, un-, over-, pre-, mis-Silent Consonants	
<b>Week 25</b> Apr 6-10	<b>2.R.1.A.c</b> -Develop and demonstrate reading skills in response to text by seeking clarification, and using information/facts and details about texts and supporting answer with evidence from text  <a href="#">Missouri Learning Standards</a> <a href="#">Show Me Standards</a>	<b>Text and Graphic Features</b> Cause and Effect	Monitor/ Clarify	Words with au, ow, al, o, a	



# Sedalia School District #200

**Level:** Elementary

**Subject Area:** ELA

**Unit/Grade:** Unit 6---2nd grade

## Essential Question:

- How do I step into a character's shoes in order to gain a deeper understanding of who they are?
- How can context in a story help me clarify the meaning of words and phrases?
- How do good readers use text features to understand key details in a text?

Pacing/ Calendar	Priority Standards	Target Skills	Target Strategies	Phonics	Writing
<b>Week 26</b> Apr 13-17	<b>2.R.1.A.d</b> -Develop and demonstrate reading skills in response to text by retelling a story's beginning, middle, and end and determining their central message, lesson, or moral, and main idea	<b>Story Structure</b> Conclusions	Infer/ Predict	Words with oo, ew, ue, ou	<p><b>Opinion</b></p> <p><b>2.W.1.B.a-d</b> - Develop a draft by:</p> <ul style="list-style-type: none"> <li>• sequencing ideas into clear sentences.</li> <li>• generating paragraphs with one main idea</li> <li>• creating evidence of beginning, middle, and end</li> <li>• addressing audience</li> </ul> <p><b>2.W.1.C.a-b</b> - Reread, revise and edit drafts to:</p> <ul style="list-style-type: none"> <li>• strengthen writing as needed by revising (i.e. main idea, details, word choice, sentence construction, event order, audience, voice)</li> <li>• edit for language conventions</li> </ul> <p><b>2.W.3.A.d</b> - Gather evidence from literary and informational sources</p> <p><b>2.L.1.A.h</b> - Apply standard grammar to produce simple, declarative, imperative, exclamatory, and interrogative sentences.</p> <p><b>2.L.1.B</b> - In written text:</p> <ul style="list-style-type: none"> <li>• Capitalize weeks/days/months/holidays and abbreviated titles of people (proper nouns)</li> <li>• Use dialogue that contains quotation marks.</li> </ul>
<b>Week 27</b> Apr 20-24	<b>2.R.2.A.b</b> -Read, infer, analyze, and draw conclusions to describe the main characters in works of fiction, including their traits, motivations, and feelings	<b>Author's Purpose</b> Fact and Opinion	Question	Words with oo (book)	
<b>Week 28</b> Apr 27- May 1	<b>2.R.1.B.c</b> - Develop an understanding of vocabulary by using context to determine the meaning of a new word or multiple-meaning word in text	<b>Sequence of Events</b> Compare and Contrast	Analyze/ Evaluate	Vowel Diphthongs ow, ou	
<b>Week 29</b> May 4-8	<b>2.R.3.A.d</b> - Read, infer, and draw conclusions to explain common graphic features to assist in the interpretations of text	<b>Understanding Characters</b> Point of View	Summarize	Reading Longer Words with Long Vowels a and i Vowel Diphthongs oi, oy	
<b>Week 30</b> May 11-15	<b>2.R.1.A.c</b> -Develop and demonstrate reading skills in response to text by seeking clarification, and using information/facts and details about texts and supporting answers with evidence from text	<b>Compare/Contrast</b> Using Context	Visualize	Reading Longer Words with Long Vowels o and e Final Stable Syllable -le	

[Missouri Learning Standards](#)  
[Show Me Standards](#)