

# 2024-25 English Language Arts- 2nd and 3rd Grade

## August 8-9

## August 12-16

### August 19-23 (U1W1)

#### **2.RL.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### **3.RL.2:**

Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.

#### **3.SL.3:**

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### August 26-30 (U1W2)

#### **2.RL.1**

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

#### **2.W.6**

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **3.RL.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### **3.RL.7**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

#### **3.W.3**

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

## **September 3-6(U1W3)**

### **2.RI.2**

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

### **2.RI.7**

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

### **3.RL.3**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### **3.W.3**

Narratives

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

### **3.L.5.**

b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).

## **September 9-13 (U1W4)**

### **2.L.1.**

h. Identify and use declarative, interrogative, imperative, and exclamatory sentences.

### **3.RI.4**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

### **3.RI.7**

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### **3.L.1.**

h. Use coordinating and subordinating conjunctions.

## **September 16-20 (U1W5)**

### **2.WF.3.c**

(2) Dropping silent e (e.g., smiled, paving).

(3) Changing y to i (e.g., cried, babies)

### **2.W.5**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

### **2.L.2.**

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

### **3.WF.3**

b. Identify language of origin for words, as noted in dictionaries.

## **September 23-27 (U1W6)**

### **2.W.8**

Recall information from experiences or gather information from provided sources to answer a question.

### **\*\* 2.WF.3.a.**

6. Homophones (e.g., bear, bare; past, passed).

### **2.SL.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.

### **3.W.7**

Conduct short research projects that build knowledge about a topic.

### **3.L.3.**

B. Recognize and observe differences between the conventions of spoken and written Standard English.

## **September 30- October 4 (U2W1)**

### **2.RI.3**

With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

### **2.WF.3.**

a.5. Contractions (e.g., we'll, I'm, they've, don't).

### **3.RI.2**

Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.

### **3.SL.2**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### **3.L.1.**

b. Form and use regular and irregular plural nouns.

## **October 7-9 (catch-up)**

### **October 14-18 (U2W2)**

#### **2.RI.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.

#### **2.L.1.**

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

#### **2.L.4.**

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

#### **3.W.2**

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

### **October 21-25 (U2W3)**

#### **2.L.2.**

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

#### **3.W.2.**

d. Provide a concluding statement or section.

#### **2.L.4.**

d. Use sentence-level context as a clue to the meaning of a word or phrase.

#### **3.L.2.**

d. Form and use possessives.

### **October 28-Nov 1 (U2W4)**

#### **2.RL.3**

Describe how characters in a story respond to major events and challenges.

#### **2.WF.3.**

a.7. Plurals and possessives (e.g., its, it's).

#### **3.RI.9**

Compare and contrast the most important points and key details presented in two texts on the same topic.

#### **3.W.2.**

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

#### **3.WF.3.**

c. Spell singular and plural possessives (e.g., teacher's, teachers').

## **November 4-7 (U2W5)**

### **2.L.1.**

a. Use collective nouns (e.g., group).

### **2.L.4.**

b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

### **3.RI.8**

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### **3.SL.6**

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

### **3.L1.**

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

## **November 12-15 (U2W6)**

### **2.L.4.**

c. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

### **2.WF.3.**

b.2. Include familiar compound words (e.g., houseboat, yellowtail).

### **3.L2.**

a. Capitalize appropriate words in titles.

### **3.W.8**

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## **November 18-22 (U3W1)**

### **2.RL.2**

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

### **2.SL.1**

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

### **3.RL.5**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### **3.L.4**

- a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

## **November 25-29 (Review/catch-up)**

## **December 2-6 (U3W2)**

### **2.RL.5**

Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

### **2.L.1.**

- d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).

### **2.L.5.**

- b. Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

### **3.L.1.**

- f. Ensure subject-verb and pronoun-antecedent agreement.

### **3.L.4.d**

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

## **December 9-13 (U3W3)**

### **2.RL.9**

Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.

### **2.SL.2**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### **3.RL.9**

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### **3.L.1**

e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).

### **3.L.4**

c. Use sentence-level context as a clue to the meaning of a word or phrases.

## **December 16-19 [MyView- Catch-Up and Review]**

### **3.L.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

## **January 6-10 (U3W4)**

### **2.RI.6**

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### **REVIEW 2.L.2.**

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

### **3.L.1.**

d. Form and use regular and irregular verbs.

### **3.L.5**

a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

## **January 13-17 (U3W5)**

### **2.RL.10**

By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.

**[REVIEW 2.WF.3c.3.** Changing y to i (e.g., cried, babies).]

### **3.RL.4**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

### **3.RF.3**

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

## **Jan 21-24 (U3W6)**

### **2.W.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.

### **2.SL.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.

### **3.W.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## **January 27-31 (Review/catch-up)**

## **February 3-7 (U4W1)**

### **2.RI.1**

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

### **2.RI.4**

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

### **2.L.1.**

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

### **2.L.5.**

a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

### **3.L.4**

b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).



## **February 10-14 (U4W2)**

### **2.W.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.

### **CONTINUED 2.L.1.**

e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

### **3.W.1**

Write opinion pieces on topics or texts, using reasons to support one's point of view.

a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

### **3.L.5.**

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).

## **February 17-19 (Review/catch-up)**

## **February 24 - 28 (U4W3)**

### **2.L.2.**

b. Use commas in greetings and closings of letters.

### **2.L.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

### **2.RF.3**

d. Decode words with common prefixes and suffixes.

### **3.RI.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### **3.RF.3**

b. Decode words with common Latin suffixes.

### **3.W.1**

d. Provide a concluding statement or section.

## **March 3-7 (U4W4)**

### **2.RF.3.**

d. Decode words with common prefixes and suffixes.

### **2.WF.3.b.3**

Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).

### **2.L.4.**

a. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

### **3.RI.6**

Distinguish one's own point of view from that of the author of a text.

### **3.W.1.**

c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

### **3.W.5**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

## **March 17-21 (U4W5)**

### **2.RI.8**

Describe how reasons support specific points the author makes in a text.

### **2.L.1.**

c. Use reflexive pronouns (e.g., myself, ourselves).

### **3.SL.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### **3.W.6**

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

## **March 24-28 (U4W6)**

**2.SL.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**2.L.1. i.** With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, <sup>1</sup>supporting details, and a conclusion.

**3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **March 31 - April 4 [Catch-up Review- STATE TESTING]**

## **April 7-11 (U5W1)**

### **2.RI.10**

By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.

### **3.RI.5**

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

### **3.RI.10**

By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

**3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**d.** Explain their own ideas and understanding based on the discussion.

## **April 14-18 (U5W2)**

### **2.RI.9**

Compare and contrast the most important points presented by two texts on the same topic.

### **2.WF.C.3.1.**

Consonant doubling (e.g., running, slipped).

### **2.L.2.**

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

### **3.L.1.**

**g.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

### **3.L.3**

**a.** Choose words and phrases for effect.

## **April 21-25 (5W3)**

### **2.RL.6**

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### **2.W.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.

### **3.RI.3**

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### **3.WF.3.d.2:**

Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).

### **3.SL.5**

Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### **3.L.1**

i. Produce simple, compound, and complex sentences.

## **April 28- May 2 (U5W4)**

### **2.RL.4**

Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.

### **2.L.1**

f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)

### **2.L.1**

g. Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).

### **3.RL.10**

By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

### **3.L.1**

c. Use [abstract](#) nouns (e.g., childhood).

### **3.L.2**

b. Use commas in addresses.

## **May 5-9 (U5W5)**

### **2.L.6**

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., When other kids are happy that makes me happy).

**2.SL.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 for specific expectations.)

**3.RL.6**

Distinguish one's own point of view from that of the narrator or those of the characters.

**3.L.2**

c. Use commas and quotation marks in dialogue.

**May 12-16 (U6W6)**

**2.W.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

**2.W.7**

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**3.L.1**

j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.