

CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL (2nd)

COURSE LENGTH: (YEAR)

REVIEWED 2018-2019

General Goals:

I	To learn basic sight word spellings and recognize them in writing activities.
II	To gain an appreciation of language as a gift from God.
III	To gain confidence and use proper language when writing and communicating with others.
IV	To acquire the skills necessary to enable students to read independently and to begin to read God's Word.
V	To develop phonetic word attack skills.
VI	To increase students' vocabulary.
VII	To develop reading comprehension skills.

Student Outcomes:

I	The students will be able to develop the sound-letter relationships needed to spell words.
II	The students will be able to learn to match the written word to their memory of how the word appears.
III	The students will be able to spell basic sight words that are needed in their f grade writing activities.
IV	The students will become more confident in using proper language when speaking and writing.
V	The students will be able to recognize and write complete sentences, using appropriate English grammar.
VI	The students will be able to read, comprehend, and write in several different genres.
VII	The students will be able to read both orally and independently with comprehension and fluency.
VIII	The students will be able to attain a larger vocabulary.
IX	The students will be able to be exposed to and recognize a variety of literary genres.

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UNIT/ WEEKS	STAN- DARD	OBJECTIVES	ACTIVITIES/ ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Unit 1: Friends and Family (5 weeks)	Common Core Language Arts Standards L1.4c L2.1 L2.2 L2.2c L2.2d L2.4 L2.4a L2.4c L2.5 L2.5a L2.6 RF1.2 RF1.2b RF1.2c RF1.2d RF1.3f RF2.3 RF2.3a RF2.3d RF2.3f RF2.4 RF2.4a RF2.4b RF2.4c	Students will: <ul style="list-style-type: none"> • follow agreed-upon rules for discussions. • build on others' talk in conversations by linking their comments to the remarks of others. • build background knowledge. • recognize the features of fiction, fantasy, and informational text. • find and describe key details, character, setting, and events in fiction text. • find key details in informational text. • visualize, ask questions, and answer questions to support comprehension. • demonstrate understanding of word relationships and nuances in word meanings. • identify real-life connections between words and their use. • recognize and read grade-appropriate irregularly spelled words. • read with sufficient accuracy and fluency to support comprehension. • read on-level texts with purpose and understanding. • identify meaning of words used in context. • demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • demonstrate command of the conventions of standard English capitalization, punctuation, 	Activities <ul style="list-style-type: none"> • Whole group instruction • Classroom and small group discussion • Whiteboard word work • Guided Reading groups • Spelling worksheets and activities • Close Reading Companion workbook • Handwriting workbook Assessment <ul style="list-style-type: none"> • Weekly reading, vocabulary, and spelling tests and worksheets 	<ul style="list-style-type: none"> • <i>Wonders 2nd Grade</i> Student and Teacher Edition (Reading/Writing Workshop Book Literature Anthology Book) • Various <i>Wonders leveled</i> readers • <i>Wonders Close Reading Companion</i> workbook • Various teacher resources 	<p>How do friends depend on each other? We will discuss how we can be loving friends to each other.</p> <p>How are families around the world the same and different? We will discuss how there are families around the world that believe in Jesus and live for Him.</p> <p>What happens when families work together? Students will make connections between this question and our discussions about responsibility in Bible class. We will also discuss how God created families to have different jobs that all fit together.</p>

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<p>RI2.1 RI2.4 RI2.5 RI2.7 RI2.9 RI2.10 RL2.1 RL2.2 RL2.3 RL2.4 RL2.5 RL2.6 RL2.7 RL2.10 SL2.1 SL2.1a SL2.1b SL2.2 SL2.3</p>	<p>and spelling when writing.</p> <ul style="list-style-type: none"> • segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) • generalize learned spelling patterns when writing words. • identify letter-sound correspondence. • decode words with short a and short i. • spell word with short e, o, u; short a and long a; short i and long i. • distinguish long and short vowels when reading regularly spelling one-syllable words. • blend phonemes to form new words. • decode words with common prefixes and suffixes. • categorize phonemes words. • blend and build words with short and long a. • identify and read plural nouns with -s, -es. • read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • describe how words and phrases supply rhythm and meaning in a story, poem, or song. • use a known root word as a clue to the meaning of an unknown word with the same root. • use an apostrophe to form contractions and frequently occurring possessives. 			
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<p>Unit 2: Animal Discoveries (5 weeks)</p>	<p>CCRA.R.3</p> <ul style="list-style-type: none"> L1.4c L2.1 L2.1a L2.1b L2.2 L2.2c L2.2d L2.4 L2.4a L2.4b L2.4c L2.4d L2.4e L2.5 L2.5a L2.6 RF1.2 RF1.2b RF1.2c RF1.2d RF1.3f RF2.3 RF2.3a RF2.3d RF2.3e RF2.3f RF2.4 RF2.4a RF2.4b RF2.4c RI2.1 	<p>Students will:</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions. • build on others' talk in conversations by linking their comments to the remarks of others. • build background knowledge. • recognize the features of fiction, fable, poetry, nonfiction, and informational text. • find and describe character, setting, plot, problem, and solution in fiction text. • find main topic and key details in informational text. • find rhythm and rhyme in poetry. • make/confirm/revise predictions, and reread to support comprehension. • know and apply grade-level phonics and word analysis skills in decoding words. • distinguish long and short vowels when reading regularly spelling one-syllable words. • recognize and read grade-appropriate irregularly spelling words. • read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • demonstrate understanding of word relationships and nuances in word meanings. • identify real-life connections between words and their use. • identify meaning of words used in context. 	<p>Activities</p> <ul style="list-style-type: none"> • Whole group instruction • Classroom and small group discussion • Whiteboard word work • Guided Reading groups • Spelling worksheets and activities • Close Reading Companion workbook • Handwriting workbook <p>Assessment</p> <ul style="list-style-type: none"> • Weekly reading, vocabulary, and spelling tests and worksheets 	<ul style="list-style-type: none"> • <i>Wonders 2nd Grade Student and Teacher Edition (Reading/Writing Workshop Book Literature Anthology Book)</i> • <i>Various Wonders leveled readers</i> • <i>Wonders Close Reading Companion workbook</i> • <i>Various teacher resources</i> 	<p>How do animals survive? God designed animals with adaptations that help them survive in the habitat they live in.</p> <p>What can animal stories teach us? Jesus told parables to help us learn how to live, and there are other stories that help us learn how to live, too.</p> <p>What do we love about animals? God made so many different kinds of animals, and there are so many things about them that we can enjoy.</p>
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<p>RI2.2 RI2.4 RI2.5 RI2.7 RI2.9 RI2.10 RL2.1 RL2.2 RL2.3 RL2.4 RL2.5 RL2.6 RL2.7 RL2.9 RL2.10 SL2.1 SL2.1a SL2.1b SL2.1c SL2.2 SL2.3</p>	<ul style="list-style-type: none"> • demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • spell words with short a; long a, a_e; short u; long u, u_e; soft c and g; consonant digraphs; 3 letter blends. • double final consonants and drop final e when adding -ed and -ing. • read and identify elements of CVCe words. • read and understand words with prefixes (re-, un-, dis-) • read and understand words with suffixes (-ful, -less) • read and understand compound words. 			
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<p>Unit 3 Live and Learn (5 weeks)</p>	<p>CCRA.R.3 CCRA.R.5 L1.4c L2.1 L2.1a L2.1b L2.2 L2.2c L2.2d L2.4 L2.4a L2.4b L2.4c L2.4d L2.4e L2.5 L2.5a L2.5b L2.6 RF1.2 RF1.2a RF1.2b RF1.2c RF1.2d RF1.3f RF2.3 RF2.3a RF2.3b RF2.3c RF2.3d RF2.3e RF2.3f</p>	<p>Students will:</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions. • build on others' talk in conversations by linking their comments to the remarks of others. • build background knowledge. • recognize the features of nonfiction, fiction, nonfiction narrative, and informational/expository text. • find character, setting, plot, and sequence in fiction text. • find author's purpose, main idea, and key details in informational text. • ask and answer questions and reread to support comprehension. • know and apply grade-level phonics and word analysis skills in decoding words. • distinguish long and short vowels when reading regularly spelling one-syllable words. • recognize and read grade-appropriate irregularly spelling words. • read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • demonstrate understanding of word relationships and nuances in word meanings. • identify real-life connections between words and their use. • identify meaning of words used in context. 	<p>Activities</p> <ul style="list-style-type: none"> • Whole group instruction • Classroom and small group discussion • Whiteboard word work • Guided Reading groups • Spelling worksheets and activities • Close Reading Companion workbook • Handwriting workbook <p>Assessment</p> <ul style="list-style-type: none"> • Weekly reading, vocabulary, and spelling tests and worksheets 	<ul style="list-style-type: none"> • <i>Wonders 2nd Grade Student and Teacher Edition (Reading/Writing Workshop Book Literature Anthology Book)</i> • <i>Various Wonders leveled readers</i> • <i>Wonders Close Reading Companion workbook</i> • <i>Various teacher resources</i> 	<p>What can we see in the sky? Looking at the sky helps us to understand how big God is.</p> <p>How can people help their community? God created us with unique gifts that can help others.</p> <p>How does weather affect us? Extreme weather can be scary, but we know that God is control of it.</p> <p>How do you express yourself? We should use the unique way God made us to make art, music, and other things.</p>
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<p>RF2.4 RF2.4a RF2.4b RF2.4c RI2.1 RI2.2 RI2.4 RI2.5 RI2.6 RI2.7 RI2.9 RI2.10 RL2.1 RL2.2 RL2.3 RL2.4 RL2.5 RL2.6 RL2.7 RL2.9 RL2.10 SL2.1 SL2.1a SL2.1b SL2.1c SL2.2 SL2.3</p>	<ul style="list-style-type: none"> • demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • spell words with long a, long i, long o, long e, and long u. • read and understand words with contractions. • identify and read words with open syllables.. • read and understand words with suffixes (s, -ess) • read and understand words with comparative endings (-er, -est). 			
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<p>Unit 4 Our Life/Our World (5 weeks)</p>	<p>L1.4c L2.1 L2.1a L2.1b L2.2 L2.2c L2.2d L2.4 L2.4a L2.4b L2.4c L2.4d L2.4e L2.5 L2.5a L2.5b L2.6 RF1.2 RF1.2a RF1.2b RF1.2c RF1.2d RF1.3f RF2.3 RF2.3a RF2.3b RF2.3c RF2.3d RF2.3e RF2.3f RF2.4 RF2.4a</p>	<p>Students will:</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions. • build on others' talk in conversations by linking their comments to the remarks of others. • build background knowledge. • recognize the features of expository text, realistic fiction, dramas, and poetry. • find and describe character, setting, plot, and theme in fiction text, as well as comparing and contrasting elements in the text. • compare/contrast and find cause and effect in informational text. • find repetition and theme in poetry. • visualize and reread to support comprehension. • know and apply grade-level phonics and word analysis skills in decoding words. • distinguish long and short vowels when reading regularly spelling one-syllable words. • recognize and read grade-appropriate irregularly spelling words. • read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • demonstrate understanding of word relationships and nuances in word meanings. • identify real-life connections between words and their use. 	<p>Activities</p> <ul style="list-style-type: none"> • Whole group instruction • Classroom and small group discussion • Whiteboard word work • Guided Reading groups • Spelling worksheets and activities • Close Reading Companion workbook • Handwriting workbook <p>Assessment</p> <ul style="list-style-type: none"> • Weekly reading, vocabulary, and spelling tests and worksheets 	<ul style="list-style-type: none"> • <i>Wonders 2nd Grade Student and Teacher Edition (Reading/Writing Workshop Book Literature Anthology Book)</i> • <i>Various Wonders leveled readers</i> • <i>Wonders Close Reading Companion workbook</i> • <i>Various teacher resources</i> 	<p>What makes different parts of the world different? There are so many unique places in the world God created.</p> <p>How does the Earth change? God designed things like rivers and volcanoes, which change the way the earth looks.</p> <p>How can we understand nature? People try to explain how the earth came to be the way it is now, but the only real explanation is: God is the Creator of everything.</p> <p>What excites us about nature? We can thank God for all the things we love about nature.</p>
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<p>RF2.4b RF2.4c RI2.1 RI2.2 RI2.3 RI2.4 RI2.5 RI2.6 RI2.7 RI2.9 RI2.10 RL2.1 RL2.2 RL2.3 RL2.4 RL2.5 RL2.6 RL2.7 RL2.9 RL2.10 SL2.1 SL2.1a SL2.1b SL2.1c SL2.2 SL2.3 SL2.6</p>	<ul style="list-style-type: none"> • identify meaning of words used in context. • demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • spell words silent letters and r-controlled vowels. • read, write, and understand words with prefixes and suffixes. • read, write, and understand words with inflectional endings. • read and understand words with irregular plurals. • read and understand abbreviations. • read and identify syllables with r-controlled vowels. 			
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<p>Unit 5 Let's Make a Difference (5 weeks)</p>	<p>CCRA.R.2 CCRA.R.3 L1.4c L2.1 L2.1a L2.1b L2.2 L2.2c L2.2d L2.4 L2.4a L2.4b L2.4c L2.4d L2.4e L2.5 L2.5a L2.5b L2.6 RF1.2 RF1.2a RF1.2b RF1.2c RF1.2d RF1.3f RF2.3 RF2.3a RF2.3b RF2.3c RF2.3d RF2.3e RF2.3f</p>	<p>Students will:</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions. • build on others' talk in conversations by linking their comments to the remarks of others. • build background knowledge. • recognize the features of fiction, realistic fiction, informational text, biography, and magazine articles. • find and describe character, setting, plot, problem, solution, and point of view in fiction text. • find sequence, cause, and effect in informational text. • summarize and make/confirm/revise predictions to support comprehension. • know and apply grade-level phonics and word analysis skills in decoding words. • distinguish long and short vowels when reading regularly spelling one-syllable words. • recognize and read grade-appropriate irregularly spelling words. • read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • demonstrate understanding of word relationships and nuances in word meanings. • identify real-life connections between words and their use. 	<p>Activities</p> <ul style="list-style-type: none"> • Whole group instruction • Classroom and small group discussion • Whiteboard word work • Guided Reading groups • Spelling worksheets and activities • Close Reading Companion workbook • Handwriting workbook <p>Assessment</p> <ul style="list-style-type: none"> • Weekly reading, vocabulary, and spelling tests and worksheets 	<ul style="list-style-type: none"> • <i>Wonders 2nd Grade Student and Teacher Edition (Reading/Writing Workshop Book Literature Anthology Book)</i> • <i>Various Wonders leveled readers</i> • <i>Wonders Close Reading Companion workbook</i> • <i>Various teacher resources</i> 	<p>What do good citizens do? We need to do the right thing, even when it is hard (James 4:17)</p> <p>How do people get along? When we cooperate, we accomplish more, because God has gifted each of us uniquely (Romans 12).</p> <p>What do heroes do? God has put people on earth that teach us with their actions the brave, selfless way to live. We should always put Jesus first as the ultimate hero.</p> <p>How can we protect the earth? God made this earth for us to use, but also for us to take care of.</p>
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<p>Unit 6 How on Earth? (5 weeks)</p>	<p>L1.4c L2.1 L2.1a L2.1b L2.2 L2.2c L2.2d L2.4 L2.4a L2.4b L2.4c L2.4d L2.4e L2.5 L2.5a L2.5b L2.6 RF1.2 RF1.2a RF1.2b RF1.2c RF1.2d RF1.3 RF1.3f RF2.3 RF2.3a RF2.3b RF2.3c RF2.3d RF2.3e RF2.3f RF2.4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions. • build on others' talk in conversations by linking their comments to the remarks of others. • build background knowledge. • recognize the features of myth, informational text, and poetry. • find and describe theme in fiction text. • find author's purpose, main idea, key details, problem and solution in informational text. • find point of view rhyme in poetry. • summarize and reread to support comprehension. • know and apply grade-level phonics and word analysis skills in decoding words. • distinguish long and short vowels when reading regularly spelling one-syllable words. • recognize and read grade-appropriate irregularly spelling words. • read with sufficient accuracy and fluency to support comprehension. • read on-level text with purpose and understanding. • demonstrate understanding of word relationships and nuances in word meanings. • identify real-life connections between words and their use. • identify meaning of words used in context. • demonstrate command of the conventions of 	<p>Activities</p> <ul style="list-style-type: none"> • Whole group instruction • Classroom and small group discussion • Whiteboard word work • Guided Reading groups • Spelling worksheets and activities • Close Reading Companion workbook • Handwriting workbook <p>Assessment</p> <ul style="list-style-type: none"> • Weekly reading, vocabulary, and spelling tests and worksheets 	<ul style="list-style-type: none"> • <i>Wonders 2nd Grade Student and Teacher Edition (Reading/Writing Workshop Book Literature Anthology Book)</i> • <i>Various Wonders leveled readers</i> • <i>Wonders Close Reading Companion workbook</i> • <i>Various teacher resources</i> 	<p>Big Idea: What keeps our world working? We can name many things that help our world, from plants to farmers to highways to doctors, but ultimately God is the Creator and the Sustainer.</p> <p>Why is teamwork important? God created us to depend on each other (Romans 12).</p> <p>How do we use money? Our money is a gift from God, and we need to use it wisely.</p> <p>Where can your imagination take you? God has given humans the gift of creativity, and we can create amazing things with this gift.</p>
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<p>Writing Unit 1: Being a Writer (5 weeks)</p>	<p>CCSS. ELA- Literacy Standards</p> <p>W.2.3 W.2.5 L.2.2 L.2.2.D</p>	<p>Students will:</p> <ul style="list-style-type: none"> • share their opinions and preferences about writing. • understand expectations for each part of the writing workshop and know how to access and use writing tools in the classroom. • independently brainstorm story ideas and decide when to begin new writing pieces. • create a narrative writing sample. • understand that writers go through different stages when creating a text and begin planning narratives. • begin drafting a narrative, using their planning organizers as a guide. • use spelling strategies to quickly spell words as they draft. • use a word book to record and look up words as they are writing. • revise their work by adding more details. • edit their own work by look for capitalization, punctuation, and spelling mistakes. • revise and edit their writing by collaborating with a partner. • put the finishing touches on their books for publication. • share their writing with others. 	<p>Activities</p> <ul style="list-style-type: none"> • partner work • independent writing time • whole-class modeling and discussion • teacher conferences <p>Assessment</p> <ul style="list-style-type: none"> • observation and teacher conferences • rubric assessment of completed writing 	<ul style="list-style-type: none"> • <i>The Primary Pond Second Grade Writer's Workshop</i> unit plans and materials • Writing materials 	
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<p>Writing Unit 2: Writing Narrative Text (6 weeks)</p>	<p>CCSS. ELA- Literacy Standards</p> <p>W.2.3 W.2.5 L.2.2 L.2.2.A L.2.2.D</p>	<p>Students will:</p> <ul style="list-style-type: none"> • begin to understand the characteristics of the personal narrative genre. • plan a personal narrative with a beginning, middle, and end. They will focus on a narrow topic. • write strong beginnings to their personal narratives. • include temporal words in their personal narratives. • describe, in detail, character’s actions in their personal narratives. • include dialogue in their writing. • include direct quotations in their writing. • show how characters feel by describing what they say and do. • show how characters feel by describing what they say and do. • describe the setting of their stories. • write strong endings to their stories. • revise and edit their work, independently and with peers, after finishing a story. • write complete sentences. • share their writing. 	<p>Activities</p> <ul style="list-style-type: none"> • partner work • independent writing time • whole-class modeling and discussion • teacher conferences <p>Assessment</p> <ul style="list-style-type: none"> • observation and teacher conferences <p>rubric assessment of completed writing</p>	<ul style="list-style-type: none"> • <i>The Primary Pond Second Grade Writer’s Workshop</i> unit plans and materials • Writing materials 	
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<p>Writing Unit 3: Writing Information -al Books (7 weeks)</p>	<p>CCSS. ELA- Literacy Standards</p> <p>W.2.2 W.2.5 W.2.7 L.2.1.E L.2.2 L.2.2.A L.2.2.E</p>	<p>Students will:</p> <ul style="list-style-type: none"> • begin to understand the characteristics of the nonfiction genre. They will brainstorm ideas for their nonfiction writing projects. • plan nonfiction books by organizing facts into categories. • use transition words in their nonfiction writing. • write strong conclusions. • add detailed pictures with captions and labels to their writing. • add adjectives to their nonfiction books. • use a dictionary to look up spelling of words. • use a rubric and revising/editing table to strengthen their nonfiction writing. • add definitions and glossaries to their nonfiction books. • add examples to their nonfiction writing. • make comparisons in their nonfiction writing. • add adverbs to their nonfiction writing. • vary their sentence lengths and sentence beginnings. • use correct capitalization. They will revise and edit with their peers. • share their nonfiction books. 	<p>Activities</p> <ul style="list-style-type: none"> • partner work • independent writing time • whole-class modeling and discussion • teacher conferences <p>Assessment</p> <ul style="list-style-type: none"> • observation and teacher conferences <p>rubric assessment of completed writing</p>	<ul style="list-style-type: none"> • <i>The Primary Pond Second Grade Writer's Workshop</i> unit plans and materials • Writing materials 	
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COURSE LENGTH: (YEAR)

REVIEWED 2018-2019

<p>Writing Unit 4: Fictional Stories (6 weeks)</p>	<p>W.2.3 W.2.5 L.2.2 L.2.2.A L.2.2.C L.2.2.E</p>	<p>Students will:</p> <ul style="list-style-type: none"> • produce a narrative writing sample. • set goals for themselves as narrative writers. • explore comic strips and graphic novels. • put scenes in a comic strip order. They will add speech bubbles to comic strips. • plan and draft comic strips. They will add thought bubbles to their comics. • show how characters feel in their comic strips. • add temporal words to their comic strips. • revise, edit, and present their comic strips. • understand the features of realistic fiction genre. • write strong introductions for their realistic fiction stories. • create realistic problems for their stories. • stretch out the middle of their stories. • write endings to their stories. • revise and edit their narratives. They will use a dictionary to spell unknown words. • share their narratives with others 	<p>Activities</p> <ul style="list-style-type: none"> • partner work • independent writing time • whole-class modeling and discussion • teacher conferences <p>Assessment</p> <ul style="list-style-type: none"> • observation and teacher conferences <p>rubric assessment of completed writing</p>	<ul style="list-style-type: none"> • <i>The Primary Pond Second Grade Writer's Workshop</i> unit plans and materials • Writing materials 	
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CCS COURSE MAP

SUBJECT: Language Arts

GRADE LEVEL (2nd)

COURSE LENGTH: (YEAR)

REVIEWED 2018-2019

<p>Writing Unit 5: Writing to Persuade Others (6 weeks)</p>	<p>W.2.1 W.2.5 L.2.1.E L.2.2 L.2.2.A L.2.2.B L.2.2.C L.2.2.E</p>	<p>Students will:</p> <ul style="list-style-type: none"> • brainstorm topics for reviews. • write reviews with multiple parts. • elaborate on the reasons in their reviews by giving examples. • use transition words in their reviews. • plan and organize their reviews by using a teacher-provided outline. • write reviews with strong introductions. • write reviews with sensory descriptions. • support an opinion with reasons, giving details and examples to further explain each reason. • write strong conclusions for their reviews. • identify different strategies for writing the introduce to a review. • choose strong adjectives to describe the topics of their reviews. • write about different aspects of the topic they have chosen to review. • identify different strategies for writing a strong conclusion. • explain why a reader should trust their review and use correct spelling to prove to the reader that they are credible reviewers. • combine sentences using conjunctions. They will vary their sentence beginnings. • use rubrics to revise their writing with a partner. • publish their reviews. 	<p>Activities</p> <ul style="list-style-type: none"> • partner work • independent writing time • whole-class modeling and discussion • teacher conferences <p>Assessment</p> <ul style="list-style-type: none"> • observation and teacher conferences <p>rubric assessment of completed writing</p>	<ul style="list-style-type: none"> • <i>The Primary Pond Second Grade Writer's Workshop</i> unit plans and materials • Writing materials 	
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CCS COURSE MAP
SUBJECT: Language Arts

GRADE LEVEL (2nd)

COURSE LENGTH: (YEAR)

REVIEWED 2018-2019

CCS COURSE MAP
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