



**2<sup>nd</sup> Grade English Language Arts  
Curriculum Guide  
2022-2023**

Subject: 2nd Grade English Language Arts  
Teacher Curriculum Guide



South Carolina College- and Career-Ready  
Standards and Indicators for  
Grade 2

**Inquiry-Based Literacy Standards (1)**

**Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.

**Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.

**Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.

3.2 Select the most important information, revise ideas, and record and communicate findings.

**Standard 4: Synthesize integrated information to share learning and/or take action.**

4.1 Interpret relationships and patterns discovered during the inquiry process.

4.2 Use appropriate tools to communicate findings and/or take informed action.

4.3 Reflect on findings and pose new questions for further inquiry.

**Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.**

5.1 Acknowledge and value individual and collective thinking.

5.2 Monitor and assess learning to guide inquiry.

5.3 Articulate the process of learning and seek appropriate help.

**Fundamentals of Reading**

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

**Reading - Literary Text (RL)**

**Principles of Reading**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

3.1 Use knowledge of r-controlled vowels to read.

3.2 Use knowledge of how syllables work to read multisyllabic words.

3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.

3.4 Use and apply knowledge of vowel diphthongs.

3.5 Use and apply knowledge of how inflectional endings change words.

3.6 Recognize and read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

4.1 Read grade-level texts with purpose and understanding.

4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.



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**Meaning and Context**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

- 5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
- 5.2 Make predictions before and during reading; confirm or modify thinking.

**Standard 6: Summarize key details and ideas to support analysis of thematic development.**

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

**Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

- 7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.
- 7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.

**Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.**

- 8.1 Read or listen closely to:
  - a. compare and contrast characters' actions, feelings, and responses to major events or challenges;
  - b. describe how cultural context influences characters, setting, and the development of the plot; and
  - c. explain how cause and effect relationships affect the development of plot.

**Language, Craft, and Structure**

**Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

- 9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.
- 9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

- 10.1 Use context to determine the meaning of words and phrases.
- 10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.
- 10.3 Use a base word to determine the meaning of an unknown word with the same base.
- 10.4 Use the meanings of individual words to predict the meaning of compound words.
- 10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.
- 10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.

**Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.**

- 11.1 Identify and analyze the author's purpose.
- 11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

- 12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
- 12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.

**Range and Complexity**

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**

- 13.1 Engage in whole and small group reading with purpose and understanding.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.



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**Reading - Informational Text (RI)**

**Principles of Reading**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.**

- 3.1 Use knowledge of r-controlled vowels to read.
- 3.2 Use knowledge of how syllables work to read multisyllabic words.
- 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
- 3.4 Use and apply knowledge of vowel diphthongs.
- 3.5 Use and apply knowledge of how inflectional endings change words.
- 3.6 Recognize and read grade-appropriate irregularly spelled words.

**Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

- 4.1 Read grade-level texts with purpose and understanding.
- 4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.

**Meaning and Context**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

- 5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
- 5.2 Make predictions before and during reading; confirm or modify thinking.

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

- 6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.

**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

- 7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.

**Language, Craft, and Structure**

**Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

- 8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
- 8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.

**Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

- 9.1 Use context to determine the meaning of words and phrases.
- 9.2 Determine the meaning of a newly formed word when a known affix is added to the word.
- 9.3 Use a base word to determine the meaning of an unknown word with the same base.
- 9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.
- 9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.

**Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.**

- 10.1 Identify and analyze the author's purpose.

**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

- 11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.
- 11.2 Identify the structures an author uses to support specific points.

**Range and Complexity**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.**



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- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### Writing (W)

#### Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

#### Meaning, Context, and Craft

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

- 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
- 1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

**Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

- 3.1 Explore multiple texts to write narratives that 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.
- 3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

#### Language

**Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- 4.1 Use collective nouns.
- 4.2 Form and use frequently occurring irregular plural nouns.
- 4.3 Use reflexive pronouns.
- 4.4 Form and use the past tense of frequently occurring irregular verbs.
- 4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 4.6 Use positional, time, and place prepositional phrases.
- 4.7 Use conjunctions.
- 4.8 Produce, expand, and rearrange complete simple and compound sentences.

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- 5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.
- 5.2 Use:
  - a. periods, question marks, or exclamation marks at the end of sentences;
  - b. commas in greetings and closings of letters, dates, and to separate items in a series; and
  - c. apostrophes to form contractions and singular possessive nouns.
- 5.3 Generalize learned spelling patterns and word families.
- 5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade-appropriate high-frequency words.
- 5.5 Consult print and multimedia resources to check and correct spellings.

#### Range and Complexity

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended**



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time frames.

- 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
- 6.2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.
- 6.4 Begin to develop efficient keyboarding skills.
- 6.5 Begin to develop cursive writing.

**Communication (C)**

**Fundamentals of Communication**

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

**Meaning and Context**

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

- 1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
- 1.2 Apply the skills of taking turns, listening to others, and speaking clearly.
- 1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
- 1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.
- 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

- 2.1 Articulate ideas and information gathered from various print and multimedia sources in a concise manner that maintains a clear focus.
- 2.2 Participate in shared research; record observations, new learning, opinions and articulate findings.

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

- 3.1 Explain how ideas and topics are depicted in a variety of media and formats.
- 3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.

**Language, Craft, and Structure**

**Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.**

- 4.1 Identify speaker's purpose and details that keep the listener engaged.
- 4.2 Determine if the presentation has a logical introduction, body, and conclusion.
- 4.3 Identify when the speaker uses intonation and word stress, includes media, addresses the audience, and determines word choice.

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

- 5.1 Utilize intonation and word stress to highlight essential concepts and engage the audience.
- 5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.

**Notes:**

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**Quarter One**

<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	2.W.L.5.2a periods, question marks, or exclamation marks at the end of sentences;
2.RL.MC.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	2.W.MCC.3.1 Explore multiple texts to write narratives that 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.
2.W.L.5.3 Generalize learned spelling patterns and word families.	2.W.MCC.3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words.	

<b>Unit 1: Literary Text</b> Unit Focus: Character Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.6.1 2.RL.MC.5.1 2.W.L.5.3 2.W.L.5.4 2.W.L.5.2a 2.W.MCC.3.1 2.W.MCC.3.2	I can: <ul style="list-style-type: none"> <li>● Understand the characters, setting, or plot through information gained from illustrations and words.</li> <li>● Make inferences or draw conclusions in texts.</li> <li>● Use spelling patterns</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	Mentor Text Central: <ul style="list-style-type: none"> <li>● <a href="#">Making Predictions</a></li> <li>● <a href="#">Making Connections</a></li> </ul> <a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr. <ul style="list-style-type: none"> <li>● <a href="#">Make Predictions</a></li> <li>● <a href="#">Make Inferences</a></li> <li>● <a href="#">Character</a></li> <li>● <a href="#">Setting</a></li> <li>● <a href="#">Plot</a></li> </ul>

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	<p>and word families to learn unfamiliar words.</p> <ul style="list-style-type: none"><li>• Correctly spell words with short vowel sounds. (Short a and i).</li><li>• Use periods, question marks, or exclamation marks at the end of sentences.</li><li>• Write narratives relating to an event or short sequence of events.</li><li>• Include details.</li><li>• Use temporal words to signal event order and provide a sense of closure.</li><li>• Plan, revise, and edit narrative writings.</li></ul>			<ul style="list-style-type: none"><li>• <a href="#">Short Vowels</a></li><li>• <a href="#">Types of Sentences</a></li></ul> <p>Focabulary:</p> <ul style="list-style-type: none"><li>• <a href="#">Characters</a></li><li>• <a href="#">Setting</a></li><li>• <a href="#">End Punctuation</a></li></ul> <p>Texts:</p> <ul style="list-style-type: none"><li>• The Recess Queen</li><li>• A Visitor for Bear</li><li>• The Invisible Boy</li><li>• Ish</li><li>• Edward the Emu</li><li>• Edwina the Emu</li></ul>
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.6 Summarize key details and ideas to support analysis of central ideas.	2.W.L.4.2 Form and use frequently occurring irregular plural nouns.
2.RL.MC.7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	2.W.MCC.3.1 Explore multiple texts to write narratives that 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.
2.W.L.5.3 Generalize learned spelling patterns and word families.	2.W.MCC.3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words.	

**Unit 1: Literary Text**  
Unit Focus: Character Study

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.6 2.RL.MC.7.1 2.W.L.5.3 2.W.L.5.4 2.W.L.4.2 2.W.MCC.3.1 2.W.MCC.3.2	I can: <ul style="list-style-type: none"> <li>● Summarize key details based on the text.</li> <li>● Sequence major events using key details.</li> <li>● Use spelling patterns and word families to learn unfamiliar words.</li> <li>● Correctly spell words with short vowel sounds. (Short e, o,</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Sequence</a></li> <li>● <a href="#">Short Vowels</a></li> <li>● <a href="#">Nouns</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Who, What, When, Where, Why</a></li> <li>● <a href="#">Sequence</a></li> <li>● <a href="#">Nouns</a></li> </ul> Text: <ul style="list-style-type: none"> <li>● A Bad Case of Stripes</li> <li>● Spaghetti in a Hot Dog Bun</li> <li>● Whoever You Are</li> </ul>

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	<p>u)</p> <ul style="list-style-type: none"><li>● Form irregular plural nouns</li><li>● Write narratives relating to an event or short sequence of events.</li><li>● Include details.</li><li>● Use temporal words to signal event order and provide a sense of closure.</li><li>● Plan, revise, and edit narrative writings.</li></ul>			<ul style="list-style-type: none"><li>● Harry the Dirty Dog</li><li>● Henry and Mudge</li></ul>
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	2.W.MCC.3.1 Explore multiple texts to write narratives that 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.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words.	2.W.MCC.3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.2 Form and use frequently occurring irregular plural nouns.	

**Unit 1: Literary Text**  
Unit Focus: Character Study

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.7.2 2.W.L.5.4 2.W.L.4.2 2.W.MCC.3.1 2.W.MCC.3.2	I can: <ul style="list-style-type: none"> <li>● Compare and contrast texts in author and genre studies.</li> <li>● Correctly spell words with long vowel sounds. (a_e; i_e)</li> <li>● Form irregular plural nouns</li> <li>● Write narratives relating to an event or short sequence of events.</li> <li>● Include details.</li> <li>● Use temporal words to signal event order and provide a sense of closure.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">Kevin Henkes Back to School Author Study</a> <a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Compare and Contrast</a></li> <li>● <a href="#">Silent E</a></li> <li>● <a href="#">Long A</a></li> <li>● <a href="#">Long I</a></li> <li>● <a href="#">Plural Nouns</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Plural Nouns</a></li> </ul> Text: <ul style="list-style-type: none"> <li>● Sheila Rae, the Brave Chester’s Way</li> <li>● Chrysanthemum</li> <li>● A Weekend with Wendell</li> <li>● Wemberly Worried</li> <li>● Lilly’s Purple Plastic Purse</li> </ul>

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	<ul style="list-style-type: none"><li>• Plan, revise, and edit narrative writings.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.8.1a. compare and contrast characters’ actions, feelings, and responses to major events or challenges;	2.W.MCC.3.1 Explore multiple texts to write narratives that 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.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words.	2.W.MCC.3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.3 Use reflexive pronouns.	

**Unit 1: Literary Text**  
Unit Focus: Character Study

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.8.1 a 2.W.L.5.4 2.W.L.4.3 2.W.MCC.3.1 2.W.MCC.3.2	<p>I can:</p> <ul style="list-style-type: none"> <li>● Compare and contrast characters’ actions, feelings, and responses to major events or challenges.</li> <li>● Correctly spell words with long vowel sounds. (e_e; o_e; u_e)</li> <li>● Use reflexive pronouns</li> <li>● Write narratives relating to an event or short sequence of events.</li> <li>● Include details.</li> <li>● Use temporal words</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<p><a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.:</p> <ul style="list-style-type: none"> <li>● <a href="#">Long e</a></li> <li>● <a href="#">Long o</a></li> <li>● <a href="#">Long u</a></li> </ul> <p>Flocabulary:</p> <ul style="list-style-type: none"> <li>● <a href="#">Compare and Contrast</a></li> </ul> <p>Text: The Name Jar Alma and How She Got Her Name Miss Nelson is Missing Amazing Grace</p>

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	<p>to signal event order and provide a sense of closure.</p> <ul style="list-style-type: none"><li>• Plan, revise, and edit narrative writings.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	2.W.MCC.3.1 Explore multiple texts to write narratives that 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.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words.	2.W.MCC.3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.4 Form and use the past tense of frequently occurring irregular verbs.	

**Unit 1: Literary Text**  
Unit Focus: Character Study

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.LCS.12.2 2.W.L.5.4 2.W.L.4.4 2.W.MCC.3.1 2.W.MCC.3.2	<p>I can:</p> <ul style="list-style-type: none"> <li>● Recognize characteristics of crafted text structures, including diary, seesaw texts, and circular texts.</li> <li>● Correctly spell words with consonant-blend patterns. (initial blends l, r, s)</li> <li>● Form past tense of frequently occurring irregular verbs.</li> <li>● Write narratives relating to an event or short sequence of events.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<p><a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.:  <ul style="list-style-type: none"> <li>● <a href="#">Verbs</a></li> </ul>                     Flocabulary:  <ul style="list-style-type: none"> <li>● <a href="#">Verbs</a></li> </ul>                     Texts:                      Diary of a Spider  <ul style="list-style-type: none"> <li>● Owl Diaries</li> </ul>                     Circular Texts:  <ul style="list-style-type: none"> <li>● My Mama Had a Dancing Heart</li> <li>● The Sunsets of Miss Olivia Wiggins</li> <li>● The Relatives Came</li> </ul>                     Seesaw Texts:  <ul style="list-style-type: none"> <li>● Tough Boris</li> <li>● Grandad Bill’s Song</li> <li>● I am the Dog, I am the Cat</li> </ul>                     Diary Texts:</p>

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	<ul style="list-style-type: none"><li>● Include details.</li><li>● Use temporal words to signal event order and provide a sense of closure.</li><li>● Plan, revise, and edit narrative writings.</li></ul>			<ul style="list-style-type: none"><li>● Diary of a Wombat</li><li>● Diary of a Worm</li><li>● Diary of a Fly</li><li>● Diary of a Wimpy Kid</li><li>● Dork Diaries</li></ul>
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.8.1b describe how cultural context influences characters, setting, and the development of the plot; and	2.W.MCC.3.1 Explore multiple texts to write narratives that 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.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words.	2.W.MCC.3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.4 Form and use the past tense of frequently occurring irregular verbs.	

<b>Unit 1: Literary Text</b> Unit Focus: Character Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.8.1 b 2.W.L.5.4 2.W.L.4.4 2.W.MCC.3.1 2.W.MCC.3.2	I can: <ul style="list-style-type: none"> <li>● Describe how cultural context influences characters, setting, and the development of the plot.</li> <li>● Correctly spell words with consonant-blend patterns. (final blends mp, nd, nt, st)</li> <li>● Form past tense of frequently occurring irregular verbs.</li> <li>● Write narratives relating to an event or short sequence of events.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Tenses</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Irregular Verbs</a></li> </ul> Text: <ul style="list-style-type: none"> <li>● Those Shoes</li> <li>● Maddi’s Fridge</li> <li>● When I Was Young in the Mountains</li> <li>● The Relatives Came</li> </ul>

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	<ul style="list-style-type: none"><li>● Include details.</li><li>● Use temporal words to signal event order and provide a sense of closure.</li><li>● Plan, revise, and edit narrative writings.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.11.1 Identify and analyze the author’s purpose.	2.W.MCC.3.1 Explore multiple texts to write narratives that 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.
2.RL.P.3.4 Use and apply knowledge of vowel diphthongs.	2.W.MCC.3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.1 Use collective nouns.	

<b>Unit 1: Literary Text</b> Unit Focus: Character Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.11.1 2.RL.P.3.4 2.W.L.4.1 2.W.MCC.3.1 2.W.MCC.3.2	I can: <ul style="list-style-type: none"> <li>● Identify and analyze the author’s purpose.</li> <li>● Apply knowledge of vowel diphthongs. (ch, tch, ph)</li> <li>● Use collective nouns.</li> <li>● Write narratives relating to an event or short sequence of events.</li> <li>● Include details.</li> <li>● Use temporal words to signal event order and provide a sense of closure.</li> <li>● Plan, revise, and edit narrative writings.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Author’s Purpose</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Author’s Purpose</a></li> <li>● <a href="#">Reading and Writing-Phonics</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● Cloudy With a Chance of Meatballs</li> <li>● Crankenstein</li> <li>● Each Kindness</li> <li>● I Wanna Iguana</li> <li>● Dear Mr. Blueberry</li> <li>● Dolphins</li> </ul>

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South Carolina College-and Career-Ready Process Standards	
2.RL.MC.5.2 Make predictions before and during reading; confirm or modify thinking.	2.W.MCC.3.1 Explore multiple texts to write narratives that 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.
2.RL.P.3.4 Use and apply knowledge of vowel diphthongs.	2.W.MCC.3.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L4.1 Use collective nouns.	

**Unit 1: Literary Text**  
Unit Focus: Character Study

Standards	Sequenced Objectives	Scope	Content-Location	Resources
2.RL.MC.5.2 2.RL.P.3.4 2.W.L4.1 2.W.MCC.3.1 2.W.MCC.3.2	<p>I can:</p> <ul style="list-style-type: none"> <li>Ask and answer literal and inferential questions to demonstrate understanding of a text.</li> <li>Make inferences and draw conclusions by using specific details in texts.</li> <li>Apply knowledge of vowel diphthongs. (sh, wh, th)</li> <li>Use collective nouns</li> <li>Write narratives relating to an event or short sequence of</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<p><a href="#">Mentor Text Central - Inferring SC ELA Support Resources</a> <a href="#">Readworks.org</a></p> <p>Brainpop Jr.:</p> <ul style="list-style-type: none"> <li><a href="#">Make Inferences</a></li> <li><a href="#">th, sh, and wh</a></li> </ul> <p>Flocabulary:</p> <ul style="list-style-type: none"> <li><a href="#">5 W's</a></li> </ul> <p>Texts:</p> <ul style="list-style-type: none"> <li>Piggie Pie</li> <li>The Big Hungry Bear</li> <li>Corduroy</li> <li>What Do You Do With a Tail Like This?</li> <li>I Went Walking</li> <li>Bear Snores</li> </ul>

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	<p>events.</p> <ul style="list-style-type: none"><li>● Include details.</li><li>● Use temporal words to signal event order and provide a sense of closure.</li><li>● Plan, revise, and edit narrative writings.</li></ul>			
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**Quarter Two**

<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RI.LCS.8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.	2.RL.P.3.5 Use and apply knowledge of how inflectional endings change words.
2.RI.LCS.8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RI.LCS.8.1 2.RI.LCS.8.2 2.W.L.5.4 2.RL.P.3.5 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.</li> <li>● Use index, headings, bullets, and captions to locate key facts and information</li> <li>● Explain the relationship between text features and the text.</li> <li>● Correctly spell words</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> <a href="#">NewsELA.com</a> <a href="#">Starfall.com</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Reading Nonfiction</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Text Feature</a></li> </ul>



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	<p>with long vowel sounds. long a( ai, ay)</p> <ul style="list-style-type: none"><li>● Use inflectional endings to change words.</li><li>● Write informative/ explanatory texts that introduce a topic.</li><li>● Use facts and definitions to develop print and provide a conclusion.</li><li>● Plan, revise, and edit informative/explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RI.MC.6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.RL.P3.5 Use and apply knowledge of how inflectional endings change words.	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RI.MC.6.1 2.W.L.5.4 2.RL.P3.5 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Retell the central idea and key details from multi-paragraph texts.</li> <li>● Summarize the text by stating the topic of each paragraph heard, read, or viewed.</li> <li>● Correctly spell words with long vowel sounds. long e (ee, ea, ie, y )</li> <li>● Use inflectional endings to change words.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> <a href="#">NewsELA.com</a> Texts: Here to There and Me to You Bee Dance Who Has These Feet? Whose Eye Am I? What a Waste Into Reading Books: The William Hoy Story We Are Super Citizens Meet the Dogs of Bedlam Farm

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	<ul style="list-style-type: none"><li>• Write informative/explanatory texts that introduce a topic.</li><li>• Use facts and definitions to develop print and provide a conclusion.</li><li>• Plan, revise, and edit informative/explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.3 Use reflexive pronouns.	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.LCS.11.2 2 2.W.L.5.4 2.W.L4.3 2.W.MCC.2.1 2.W.MCC.2.2	<p>I can:</p> <ul style="list-style-type: none"> <li>● Recognize the perspectives of the narrator and various characters.</li> <li>● Correctly spell words with long vowel sounds. long o (oa, ow, oe, o__)</li> <li>● Use reflexive pronouns.</li> <li>● Write informative/ explanatory texts that introduce a topic.</li> <li>● Use facts and definitions to develop print and provide a conclusion.</li> <li>● Plan, revise, and edit</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<p><a href="#">SC ELA Support Resources</a>  <a href="#">Readworks.org</a>                      Flocabulary:  <ul style="list-style-type: none"> <li>● <a href="#">Pronouns</a></li> </ul>                     Brainpop Jr.:  <ul style="list-style-type: none"> <li>● <a href="#">Jon Scieszka</a></li> </ul>                     Texts:  <ul style="list-style-type: none"> <li>● Stلالuna</li> <li>● Hey, Little Ant</li> <li>● The Days the Crayons Quit</li> <li>● A Turkey for Thanksgiving</li> <li>● The True Story of the Three Little Pigs</li> </ul> </p>



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	informative/ explanatory texts.			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.3 Use reflexive pronouns.	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.7.2 2.W.L.5.4 2.W.L.4.3 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Compare and contrast multiple versions of the same story.</li> <li>● Correctly spell words with long vowel sounds. long i (igh, y, ie, i_ _)</li> <li>● Use reflexive pronouns.</li> <li>● Write informative/ explanatory texts that introduce a topic.</li> <li>● Use facts and definitions to develop print and provide a conclusion.</li> <li>● Plan, revise, and edit informative/explanat</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Compare and Contrast</a></li> </ul> Compare & Contrast Texts: <ul style="list-style-type: none"> <li>● The Three Little Pigs and The True Story of the Three Little Pigs</li> <li>● Lon Po Po and Little Red Riding Hood</li> <li>● The Hat and The Mitten</li> <li>● Cinderella and Rough Face Girl</li> <li>● Goldilocks and the Three Bears and Goldy Luck and the Three Pandas</li> <li>● The Three Bully Goats and The Three Billy Goats Gruff</li> </ul>

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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RI.MC.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
2.RI.MC.5.1 2.W.L.5.4 2.W.L.4.5 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Ask and answer literal and inferential questions to demonstrate understanding of a text.</li> <li>● Make inferences and draw conclusions in texts heard or read.</li> <li>● Correctly spell words with long vowel sounds. long u (ew, ue, u)</li> <li>● Use adjectives.</li> <li>● Write informative/explanatory texts that</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> <a href="#">NewsELA.com</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Writing With Your Senses</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Adjectives</a></li> </ul>

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	<p>introduce a topic.</p> <ul style="list-style-type: none"><li>● Use facts and definitions to develop print and provide a conclusion.</li><li>● Plan, revise, and edit informative/ explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RI.MC.7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.	2.W.L.5.2b Use commas in greetings and closings of letters, dates, and to separate items in a series; and
2.RI.LCS.9.1 Use context to determine the meaning of words and phrases.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.3 Generalize learned spelling patterns and word families.	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.RL.P.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RI.MC.7.1 2.RI.LCS.9.1 2.W.L.5.3 2.RL.P.3.3 2.W.L.5.2b 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Compare and contrast topics, ideas, or concepts across text in a thematic, author, or genre study.</li> <li>● Use context to determine the meaning of words and phrases.</li> <li>● Generalize learned spelling patterns.</li> <li>● Use my knowledge of how syllables work to read multisyllabic words.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> <a href="#">NewsELA.com</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Commas with adjectives</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Context clues</a></li> <li>● <a href="#">Commas</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● Sarah Morton’s Day</li> <li>● Samuel Eaton’s Day</li> <li>● What was The First Thanksgiving</li> <li>● Pilgrims of Plymouth</li> <li>● Turk and Runt</li> </ul> Nonfiction/Fiction stories of Native Americans/Pilgrims



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	<p>(open/closed syllables)</p> <ul style="list-style-type: none"><li>● Use commas to separate items in a series.</li><li>● Write informative/explanatory texts that introduce a topic.</li><li>● Use facts and definitions to develop print and provide a conclusion.</li><li>● Plan, revise, and edit informative/explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RI.LCS.10.1 Identify and analyze the author’s purpose.	2.W.L.4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
2.W.L.5.3 Generalize learned spelling patterns and word families.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.RL.P.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RI.LCS.10.1 2.W.L.5.3 2.RL.P.3.3 2.W.L.4.5 2.W.MCC.2.1 2.W.MCC.2.2	Reading: <ul style="list-style-type: none"> <li>● I can identify and analyze the author’s purpose.</li> </ul> Language: <ul style="list-style-type: none"> <li>● I can generalize learned spelling patterns. (consonant le &amp; vowel-silent e syllables)</li> <li>● I can use my knowledge of how syllables work to read multisyllabic words.</li> <li>● I can use adverbs.</li> </ul> Writing: <ul style="list-style-type: none"> <li>● I can write informative/explanat</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> <a href="#">NewsELA.com</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Adjectives and Adverbs</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Author’s Purpose</a></li> <li>● <a href="#">Adverbs</a></li> </ul> Persuasive Texts: <ul style="list-style-type: none"> <li>● Hey, Little Ant</li> <li>● I Wanna Iguana</li> <li>● Dear Mr. Blueberry</li> <li>● Earrings</li> </ul> Informational Text: <ul style="list-style-type: none"> <li>● Turtle Tide</li> <li>● Dogs</li> <li>● The Watcher</li> <li>● Who Was?</li> </ul> Nonfiction Text

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	<p>ory texts that introduce a topic.</p> <ul style="list-style-type: none"><li>● I can use facts and definitions to develop print and provide a conclusion.</li><li>● I can plan, revise, and edit informative/explanatory texts.</li></ul>			<p>Entertaining Texts:</p> <ul style="list-style-type: none"><li>● How I Became a Pirate</li><li>● Arthur's Thanksgiving</li><li>● The Nutcracker</li><li>● Clark the Shark</li></ul> <p>Fables, fairy tales, or fantasy books</p>
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.8.1a Read or listen closely to compare and contrast characters' actions, feelings, and responses to major events or challenges	2.W.5.2b Use commas in greetings and closings of letters, dates, and to separate items in a series
2.RL.MC.8.1b Read or listen closely to describe how cultural context influences characters, setting, and the development of the plot;	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.RL.MC.8.1c Read or listen closely to explain how cause and effect relationships affect the development of plot.	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.8.1 a 2.RL.MC.8.1 b 2.RL.MC.8.1 c 2.W.L.5.4 2.W.5.2b 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Compare and contrast characters' actions, feelings, and responses to major events or challenges.</li> <li>● Describe how cultural context influences characters, setting, and the development of plot.</li> <li>● Explain how cause and effect relationships affect the development of</li> </ul>	10 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> <a href="#">NewsELA.com</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Bossy R</a></li> <li>● <a href="#">Sending a Letter</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Letter Writing</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● Night Tree</li> <li>● How the Grinch Stole Christmas</li> <li>● Polar Express</li> <li>● Who's That Knocking on Christmas Eve</li> <li>● How to Catch Santa</li> </ul>

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	<p>plot.</p> <ul style="list-style-type: none"><li>• Correctly spell words with r-controlled vowels. (ar)</li><li>• Use commas in greetings and closings of letters.</li><li>• Write informative/explanatory texts that introduce a topic.</li><li>• Use facts and definitions to develop print and provide a conclusion.</li><li>• Plan, revise, and edit informative/explanatory texts.</li></ul>			
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**Quarter Three**

South Carolina College-and Career-Ready Process Standards	
2.RL.MC.7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.5 Use adjectives and adverbs, and choose between them depending on what is to be modified.	

Unit 3: Literary Text Unit Focus: Analyzing Characters, Plot, and Author’s Craft				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
2.RL.MC.7.1 2.W.L.5.4 2.W.L.4.5 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Determine the theme in a text heard or read.</li> <li>● Correctly spell words with r-controlled vowels. (er, ir, ur)</li> <li>● Identify between adjectives and adverbs.</li> <li>● Write informative/ explanatory texts that introduce a topic.</li> <li>● Use facts and definitions to develop print and provide a</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Theme</a></li> <li>● <a href="#">Adjectives and Adverbs</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Theme</a></li> <li>● <a href="#">Fiction/Nonfiction</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● Giraffes Can’t Dance</li> <li>● Salt in His Shoes</li> <li>● Hooway for Wodney Wat</li> <li>● The Other Side</li> <li>● The Bad Seed</li> <li>● Miss Rumphius</li> </ul>



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	<p>conclusion.</p> <ul style="list-style-type: none"><li>• Plan, revise, and edit informative/ explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.5.2c Use apostrophes to form contractions and singular possessive nouns.	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
2.RL.LCS.12.2 2.W.L.5.4 2.W.L.5.2c 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Recognize characteristics of crafted text structures, including diary, seesaw texts, and circular texts.</li> <li>● Correctly spell words with r-controlled vowels. (or, ore, oar)</li> <li>● Use apostrophes to form possessive nouns.</li> <li>● Write informative/explanatory texts that introduce a topic.</li> <li>● Use facts and</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Possessive Nouns</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Possessive Nouns</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● If You Give a ...</li> <li>● Alexander and the Terrible, Horrible, No Good, Very Bad Day</li> </ul> Circular Texts: <ul style="list-style-type: none"> <li>● My Mama Had a Dancing Heart</li> <li>● The Sunsets of Miss Olivia Wiggins</li> <li>● The Relatives Came</li> </ul> Seesaw Texts: <ul style="list-style-type: none"> <li>● Tough Boris</li> <li>● Grandad Bill's Song</li> <li>● I am the Dog, I am the Cat</li> </ul>

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	<p>definitions to develop print and provide a conclusion.</p> <ul style="list-style-type: none"><li>● Plan, revise, and edit informative/explanatory texts.</li></ul>			<p>Diary Texts:</p> <ul style="list-style-type: none"><li>● Diary of a Wombat</li><li>● Diary of a Worm</li><li>● Diary of a Fly</li><li>● Diary of a Wimpy Kid</li><li>● Dork Diaries</li></ul>
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.8.1a Read or listen closely to compare and contrast characters' actions, feelings, and responses to major events or challenges;	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.5.1 Capitalize greetings, months, days of the week, holidays, geographic names, and titles.	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.8.1 a 2.W.L.5.4 2.W.L.5.1 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Compare and contrast characters' actions, feelings, and responses to major events or challenges.</li> <li>● Correctly spell words with r-controlled vowels. (vowel team and r-controlled syllables)</li> <li>● Capitalize greetings, months, days of the week, holidays, geographic names and titles.</li> <li>● Write informative/ explanatory texts that</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Compare and Contrast</a></li> <li>● <a href="#">Prepositions</a></li> <li>● <a href="#">Fact and Opinion</a></li> <li>● <a href="#">Capitalization</a></li> </ul> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Compare and Contrast</a></li> <li>● <a href="#">Fact and Opinion</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● Wilfred Gordon McDonald Partridge</li> <li>● My Lucky Day</li> <li>● Dex: The Heart of a Hero</li> <li>● Jamaica's Find</li> <li>● Ira Sleeps</li> </ul>

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	<p>introduce a topic.</p> <ul style="list-style-type: none"><li>● Use facts and definitions to develop print and provide a conclusion.</li><li>● Plan, revise, and edit informative/ explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.	2.W.L.4.6 Use positional, time, and place prepositional phrases.
2.W.L.5.3 Generalize learned spelling patterns and word families.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.LCS.11.2 2.W.L.5.3 2.W.L.5.4 2.W.L.4.6 2.W.MCC.2.1 2.W.MCC.2.2	<p>I can:</p> <ul style="list-style-type: none"> <li>● Recognize the difference in point of view.</li> <li>● Correctly spell words by using spelling patterns and word families.</li> <li>● Spell words with short and long vowel sounds. (short oo &amp; long oo)</li> <li>● Use prepositional phrases.</li> <li>● Write informative/ explanatory texts that introduce a topic.</li> <li>● Use facts and</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<p><a href="#">SC ELA Support Resources</a>  <a href="#">Readworks.org</a>                      Flocabulary:</p> <ul style="list-style-type: none"> <li>● <a href="#">Point of View</a></li> <li>● <a href="#">Simple and Compound Sentences</a></li> </ul> <p>Texts:</p> <ul style="list-style-type: none"> <li>● Rag Coats</li> <li>● Two Bad Ants</li> <li>● Owl Moon</li> <li>● Duck! Rabbit!</li> <li>● Stand in My Shoes</li> <li>● The Day the Crayons Quit</li> <li>● My Big Dog</li> <li>● Grace for President</li> <li>● Three Hens and a Peacock</li> </ul>



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	<p>definitions to develop print and provide a conclusion.</p> <ul style="list-style-type: none"><li>• Plan, revise, and edit informative/explanatory texts.</li></ul>			<ul style="list-style-type: none"><li>• The Day You Begin</li></ul>
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.8.1c Read or listen closely to explain how cause and effect relationships affect the development of plot.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.4 Correctly spell words with short and long vowel sounds, r-controlled vowels, consonant-blend patterns, and common irregularly-spelled grade appropriate high- frequency words	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.W.L.4.8 Produce, expand, and rearrange complete simple and compound sentences.	

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
2.RL.MC.8.1c 2.W.L.5.4 2.W.L.4.8 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Explain cause and effect relationships that affect the development of the plot.</li> <li>● Spell words with long vowel sounds. long oo (ew, ue, u_e)</li> <li>● Produce simple and compound sentences.</li> <li>● Write informative/ explanatory texts that introduce a topic.</li> <li>● Use facts and definitions to develop print and provide a conclusion.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Plot</a></li> <li>● <a href="#">Cause and effect</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Cause and effect</a></li> <li>● <a href="#">Conjunctions</a></li> </ul> Text: <ul style="list-style-type: none"> <li>● A New Coat for Anna</li> <li>● Click Clack Moo Cows That Type</li> <li>● The Day Jimmy’s Boa Ate the Wash</li> </ul>

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	<ul style="list-style-type: none"><li>• Plan, revise, and edit informative/ explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.	2.W.L.4.8 Produce, expand, and rearrange complete simple and compound sentences.
2.WL.5.3 Generalize learned spelling patterns and word families.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.RL.P.3.4 Use and apply knowledge of vowel diphthongs.	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.LCS.9.1 2.W.L.5.3 2.RL.P.3.4 2.W.L.4.8 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Identify the literary devices of simile and metaphor and sound devices.</li> <li>● Explain how the author uses each.</li> <li>● Correctly spell words by using spelling patterns.</li> <li>● Use and apply my knowledge of vowel diphthongs. (diphthong ou, ow)</li> <li>● Expand and rearrange simple and compound sentences.</li> <li>● Write informative/explanatory texts that</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Simile</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Simile and Metaphor</a></li> </ul> Simile Texts: <ul style="list-style-type: none"> <li>● Quick as a Cricket</li> <li>● Flossie and the Fox</li> <li>● My Dog is as Smelly as Dirty Socks</li> </ul> Metaphor Texts: <ul style="list-style-type: none"> <li>● My Mouth is a Volcano</li> <li>● Saturdays and Teacakes</li> <li>● Owl Moon</li> </ul>

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	<p>introduce a topic.</p> <ul style="list-style-type: none"><li>● Use facts and definitions to develop print and provide a conclusion.</li><li>● Plan, revise, and edit informative/ explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	2.W.L.4.4 Form and use the past tense of frequently occurring irregular verbs
2.W.L.5.3 Generalize learned spelling patterns and word families.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.RL.P.3.4 Use and apply knowledge of vowel diphthongs	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
2.RL.LCS.9.2 2.W.L.5.3 2.RL.P.3.4 2.W.L.4.4 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to the meaning.</li> <li>● Correctly spell words by using spelling patterns.</li> <li>● Use and apply my knowledge of vowel diphthongs. (diphthong oi, oy)</li> <li>● Form irregular verbs.</li> <li>● Write informative/</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Texts: <ul style="list-style-type: none"> <li>● The Little Red Hen</li> <li>● The Little Gray Grandmother</li> <li>● The Big Red Apple</li> <li>● Salamander Room</li> </ul> Gateway to the Classics: <ul style="list-style-type: none"> <li>● <a href="#">What Was Her Name?</a></li> <li>● <a href="#">The Little Two Cooks</a></li> <li>● <a href="#">Johnny Cake</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● When Sophie Gets Angry-Really Really Angry</li> <li>● Where the Sidewalk Ends</li> <li>● Word Collector</li> </ul>



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	<p>explanatory texts that introduce a topic.</p> <ul style="list-style-type: none"><li>● Use facts and definitions to develop print and provide a conclusion.</li><li>● Plan, revise, and edit informative/ explanatory texts.</li></ul>			Dog Breath
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.	2.W.L.4.7 Use conjunctions.
2.W.L.5.3 Generalize learned spelling patterns and word families.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.RL.P.3.4 Use and apply knowledge of vowel diphthongs.	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.LCS.12.1 2.W.L.5.3 2.RL.P.3.4 2.W.L.4.7 2.W.MCC.2.1 2.W.MCC.2.2	Reading: <ul style="list-style-type: none"> <li>I can describe the overall structure of a narrative.</li> </ul> Language: <ul style="list-style-type: none"> <li>I can correctly spell words with short and long vowels. (complex vowels au, aw, al)</li> <li>I can use conjunctions.</li> </ul> Writing: <ul style="list-style-type: none"> <li>I can write informative/explanatory texts that introduce a topic.</li> <li>I can use facts and definitions to develop</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Texts: <ul style="list-style-type: none"> <li>Snowy Day</li> <li>Akiak</li> <li>Library Lion</li> <li>Don't Slam the Door</li> <li>No Dogs Allowed</li> <li>The Perfect Nest</li> <li>The Paper Bag Princess</li> <li>Max's Words</li> </ul>

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	<p>print and provide a conclusion.</p> <ul style="list-style-type: none"><li>• I can plan, revise, and edit informative/explanatory texts.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.W.L.5.2c Use apostrophes to form contractions and singular possessive nouns.	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.7.2 2.W.L.5.2c 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Compare and contrast text in author and genre studies.</li> <li>● Use apostrophes to form contractions</li> <li>● Write informative/explanatory texts that introduce a topic.</li> <li>● Use facts and definitions to develop print and provide a conclusion.</li> <li>● Plan, revise, and edit informative/explanatory texts.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Contractions</a></li> <li>● <a href="#">Dr. Seuss</a></li> <li>● <a href="#">Ezra Jack Keats</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Contractions</a></li> </ul> <u>Authors:</u> <ul style="list-style-type: none"> <li>● Dr. Seuss</li> <li>● Ezra Jack Keats</li> <li>● Robert Munsch</li> <li>● Mem Fox</li> <li>● Tomie dePaola</li> </ul> Texts: <ul style="list-style-type: none"> <li>● The Hat and The Mitten by Jan Brett</li> <li>● Fish is Fish and Swimmy by Leo Lionni</li> </ul>

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**Quarter Four**

<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RI.LCS.11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.	2.W.MCC.2.1 Explore print and multimedia sources to write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
2.RL.PR.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	2.W.MCC.2.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.
2.RI.LCS.9.3 Use a base word to determine the meaning of an unknown word with the same base	

<b>Unit 4: Literary Text</b>				
Unit Focus: Diving Deeper Into Informational and Literary Text				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RI.LCS.11.1 2.RL.PR.3.3 2.RI.LCS.9.3 2.W.MCC.2.1 2.W.MCC.2.2	I can: <ul style="list-style-type: none"> <li>● Identify sequential order, cause and effect relationships, and compare and contrast structures within texts.</li> <li>● Read/spell words with common suffixes. (er, est)</li> <li>● Use base words to determine the meaning of unknown words with the same base.</li> <li>● Write opinion pieces that introduce the</li> </ul>	10 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr. Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Text Structure</a></li> <li>● <a href="#">Comparative and Superlative Adjective</a></li> </ul> Sequence/Chronological Order Texts: <ul style="list-style-type: none"> <li>● A Raindrop's Journey</li> <li>● Pop! The Invention of Bubble Gum</li> <li>● How to Read a Story</li> <li>● The Life Cycle of a Whale</li> <li>● The Life Cycle of a Butterfly</li> </ul> Cause and Effect Texts: <ul style="list-style-type: none"> <li>● Shaking Things Up</li> <li>● What if You had an Animal Tail</li> <li>● Aliens From Earth</li> </ul>

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	<p>topic, state an opinion, supply reasons that support the opinion, and provide a concluding statement.</p> <ul style="list-style-type: none"><li>● Use transitional words to connect opinions and reason.</li><li>● Plan, revise, and edit personal ideas.</li></ul>			<ul style="list-style-type: none"><li>● Milk: From Cow to Carton</li><li>● Flash, Crash, Rumble, and Roll</li></ul> <p>Compare and Contrast Texts:</p> <ul style="list-style-type: none"><li>● Poles Apart</li><li>● Who Would Win?</li><li>● Teeth</li><li>● Now and Ben</li><li>● Shark or Dolphin? How Do You Know?</li></ul>
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.MC.8.1a Read or listen closely to compare and contrast characters' actions, feelings, and responses to major events or challenges;	2.RL.PR.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes
2.RL.MC.8.1b Read or listen closely to describe how cultural context influences characters, setting, and the development of the plot;	2.W.MCC.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
2.RL.MC.8.1c Read or listen closely to explain how cause and effect relationships affect the development of plot.	2.W.MCC.1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.MC.8.1 a 2.RL.MC.8.1 b 2.RL.MC.8.1 c 2.RL.PR.3.3 2.W.MCC.1.1 2.W.MCC.1.2	I can: <ul style="list-style-type: none"> <li>● Compare and contrast characters' actions, feelings, and response to major events or challenges.</li> <li>● Describe how cultural context influences characters, setting, and the development of plot.</li> <li>● Explain how cause and effect relationships affect the development of plot.</li> <li>● Read/spell words with common</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Prefixes</a></li> <li>● <a href="#">Fact and Opinion</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Prefixes</a></li> <li>● <a href="#">Opinion Writing</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● Cloudy With a Chance of Meatballs</li> <li>● A Story for Bear</li> <li>● I am Enough</li> <li>● Last Stop on Market Street</li> <li>● Fly Away Home</li> <li>● Stella Brings the Family</li> <li>● The Magic Hat</li> </ul>

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	<p>prefixes. (re, un, dis)</p> <ul style="list-style-type: none"><li>• Write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, and provide a concluding statement.</li><li>• Use transitional words to connect opinions and reason.</li><li>• Plan, revise, and edit personal ideas.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	2.W.MCC.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
2.RL.LCS.10.4 Use the meanings of individual words to predict the meaning of compound words.	2.W.MCC.1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RL.LCS.9.2 2.RL.LCS.10.4 2.W.MCC.1.1 2.W.MCC.1.2	I can: <ul style="list-style-type: none"> <li>● Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to the meaning.</li> <li>● Use the meanings of individual words to predict the meaning of compound words.</li> <li>● Write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, and provide a concluding statement.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Compound Words</a></li> <li>● <a href="#">Writing With the Senses</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Compound Words</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● Pancakes for Breakfast</li> <li>● Rotten Teeth</li> <li>● Officer Buckle and Gloria</li> <li>● The Signmaker’s Assistant</li> <li>● Class Two at the Zoo</li> </ul>

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	<ul style="list-style-type: none"><li>• Use transitional words to connect opinions and reason.</li><li>• Plan, revise, and edit personal ideas.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RI.LCS.11.2 Identify the structures an author uses to support specific points.	2.W.MCC.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
2.RL.PR.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	2.W.MCC.1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.RI.LCS.11.2 2.RL.PR.3.3 2.W.MCC.1.1 2.W.MCC.1.2	I can: <ul style="list-style-type: none"> <li>● Identify the structures an author uses to support specific points.</li> <li>● Read/spell words with common suffixes. (tion, sion, ion)</li> <li>● Write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, and provide a concluding statement.</li> <li>● Use transitional words to connect opinions and reason.</li> <li>● Plan, revise, and edit</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Sequential Order Texts: <ul style="list-style-type: none"> <li>● The Napping House</li> <li>● The Little Red Hen</li> <li>● Three Days on a River in a Red Canoe</li> <li>● George Washington’s Teeth</li> </ul> Cause and Effect Texts: <ul style="list-style-type: none"> <li>● Why Mosquitoes Buzz in People’s Ears</li> <li>● If You Give a Moose a Muffin</li> <li>● The Big Sneeze</li> </ul> Compare and Contrast Texts: <ul style="list-style-type: none"> <li>● Town Mouse, Country Mouse</li> <li>● Blueberries for Sal</li> <li>● Grandfather’s Journey</li> <li>● The Sun, The Wind, and The Rain</li> </ul>

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	personal ideas.			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.C.LCS.5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact	2.W.MCC.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
2.RL.PR.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	2.W.MCC.1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.C.LCS.5.2 2.RL.PR.3.3 2.W.MCC.1.1 2.W.MCC.1.2	I can: <ul style="list-style-type: none"> <li>● Use a combination of words, phrases, rhythm, rhyme, and repetitive language for impact..</li> <li>● Read/spell words with common prefixes. (pre, in, en)</li> <li>● Write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, and provide a concluding statement.</li> <li>● Use transitional words to connect opinions and reason.</li> <li>● Plan, revise, and edit</li> </ul>	10 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Brainpop Jr.: <ul style="list-style-type: none"> <li>● <a href="#">Rhyming Words</a></li> <li>● <a href="#">Poems</a></li> </ul> Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Rhyme</a></li> <li>● <a href="#">Rhyme and Rhythm</a></li> </ul> Texts: <ul style="list-style-type: none"> <li>● Tikki Tikki Tembo</li> <li>● Bringing the Rain to Kapiti Plain</li> </ul>

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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.RL.LCS.9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.	2.W.MCC.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
2.W.L.5.2c Use apostrophes to form contractions and singular possessive nouns	2.W.MCC.1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
2.RL.LCS.9.1 2.W.L.5.2c 2.W.MCC.1.1 2.W.MCC.1.2	I can: <ul style="list-style-type: none"> <li>● Identify literary devices of simile and metaphor and sound devices.</li> <li>● Explain how the author uses each.</li> <li>● Use apostrophes to form contractions. (are, is, would)</li> <li>● Write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, and provide a concluding statement.</li> <li>● Use transitional words to connect opinions and reason.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	<a href="#">SC ELA Support Resources</a> <a href="#">Readworks.org</a> Texts: <ul style="list-style-type: none"> <li>● The Worrywarts</li> <li>● Amelia Bedelia and the Baby</li> <li>● Gilberto and the Wind</li> <li>● The Colors of Us</li> <li>● Fireflies</li> <li>● In a Pickle</li> <li>● A Chocolate Moose for Dinner</li> <li>● Skin Like Milk, Hair of Silk: What are Similes and Metaphors?</li> </ul>

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	<ul style="list-style-type: none"><li>• Plan, revise, and edit personal ideas.</li></ul>			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
2.C.LCS.5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, metaphor, onomatopoeia, and alliteration for impact.	2.W.MCC.1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.
2.RL.PR.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.	2.W.MCC.1.2 Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

<b>Unit 2: Informational Text</b> Unit Focus: Informational Text and Genre Study				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
2.C.LCS.5.2 2.RL.P.3.3 2.W.MCC.1.1 2.W.MCC.1.2	I can: <ul style="list-style-type: none"> <li>● Use onomatopoeia and alliteration for impact.</li> <li>● Read/spell words with common suffixes. (ful, ly)</li> <li>● Write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, and provide a concluding statement.</li> <li>● Use transitional words to connect opinions and reason.</li> <li>● Plan, revise, and edit personal ideas.</li> </ul>	5 Days	HMH Into Reading: Summerton & WGE	Mentor Text Central: <ul style="list-style-type: none"> <li>● <a href="#">Inferring</a></li> <li>● <a href="#">SC ELA Support Resources</a></li> <li>● <a href="#">Readworks.org</a></li> </ul> Brainpop Jr. Flocabulary: <ul style="list-style-type: none"> <li>● <a href="#">Alliteration and Assonance</a></li> <li>● <a href="#">Onomatopoeia</a></li> </ul> Onomatopoeia Texts: <ul style="list-style-type: none"> <li>● Squeak, Rumble, Whomp, Whomp</li> <li>● Mr. Brown Can Moo!</li> <li>● MunCHa, MuncHa, MuNcha</li> </ul> Alliteration Texts: <ul style="list-style-type: none"> <li>● Clara Caterpillar</li> <li>● M is for Mischief</li> <li>● The Great Fuzzy Frenzy</li> <li>● Mr. Tanen’s Tie Trouble</li> </ul>