

**WORTH COUNTY PRIMARY SCHOOL  
SECOND GRADE CURRICULUM MAP  
COMMON CORE GEORGIA PERFORMANCE STANDARDS  
ENGLISH LANGUAGE ARTS  
2012-2013**

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks		
Reading		Reading		Reading		Reading		
Literary ELACC2RL 1-10	Informational ELACC2RI 1-10	Literary ELACC2RL 1-10	Informational ELACC2RI 1-10	Literary ELACC2RL 1-10	Informational ELACC2RI 1-10	Literary ELACC2RL 1-10	Informational ELACC2RI 1-10	
Literary Text: <i>Fudge-a-mania</i> 3-4 short text connections	Informational Text: <i>MSB: Lost in the Solar System</i> 3-4 short text connections	Literary Text: <i>Socks</i> 3-4 short text connections	Informational Text: <i>From Seed to Plant</i> 3-4 short text connections	1 Extended Literary Text <i>Henry and Beezus</i> 3-4 short text connections	1 Extended Informational Text  3-4 short text connections	Literary Text: <i>Skinnybones</i> 3-4 short text connections	Informational Text: <i>MSB Plays Ball: A Book about Forces</i> 3-4 short text Connections	
Writing		Writing		Writing		Writing		
Narrative ELACC2W3		Informational/Explanatory ELACC2W2		Opinion ELACC2W1		Narrative ELACC2W3	Info/Expl. ELACC2W2	Opinion ELACC2W1
2-3 short research connections (may be shared research on a topic or theme connected to the unit) <b>ELACC2W7</b>		2-3 short research connections (may be shared research on a topic or theme connected to the unit) <b>ELACC2W7</b>		2-3 short research connections (may be shared research on a topic or theme connected to the unit) <b>ELACC2W7</b>		2-3 short research connections (may be shared research on a topic or theme connected to the unit) <b>ELACC2W7</b>		
Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) <b>ELACC2W5, 6, 8</b>		Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) <b>ELACC2W5, 6, 8</b>		Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) <b>ELACC2W5, 6, 8</b>		Routine writing (summaries, writing-to-learn tasks, response to a short text or an open-ended question) <b>ELACC2W5, 6, 8</b>		
Reading Foundational		Reading Foundational		Reading Foundational		Reading Foundational		
<b>Phonics:</b> long/short vowels ( <b>RF3a</b> ) <b>Fluency:</b> purpose/understanding ( <b>RF4a</b> ); accuracy, appropriate rate, expression ( <b>RF4b</b> )		<b>Phonics/Word Recognition:</b> vowel teams; two-syllable long vowel words; irregularly spelled words ( <b>RF3b, c, f</b> ) <b>Fluency:</b> purpose/understanding ( <b>RF4a</b> ); accuracy, appropriate rate, expression ( <b>RF4b</b> )		<b>Phonics/Word Recognition:</b> two-syllable long vowel words; common prefixes/suffixes; irregularly spelled words ( <b>RF3c, d, f</b> ) <b>Fluency:</b> purpose/understanding ( <b>RF4a</b> ); accuracy, appropriate rate, expression ( <b>RF4b</b> ); use context to confirm/self-correct, reread ( <b>RF4c</b> )		<b>Phonics/Word Recognition:</b> common prefixes/suffixes, words with inconsistent but common spelling-sound correspondences ( <b>RF3d, e</b> ) <b>Fluency:</b> purpose/understanding ( <b>RF4a</b> ); accuracy, appropriate rate, expression ( <b>RF4b</b> ); use context to confirm/self-correct, reread ( <b>RF4c</b> )		
Language		Language		Language		Language		
Collective nouns; legible handwriting ( <b>L1a, g</b> ) Capitalization (holidays, products, geographic names); commas (greetings/closings of letters) ( <b>L2a, b</b> ) Formal/informal use of English ( <b>L3a</b> )		Irregular plural nouns; past tense irregular verbs; legible handwriting ( <b>L1b, d, g</b> ) Apostrophes (contractions), use of reference materials to check/correct spelling ( <b>L2c, e</b> ) Formal/informal use of English ( <b>L3a</b> )		Reflexive pronouns, adjectives & adverbs; simple/compound sentences; legible handwriting ( <b>L1c, e, f, g</b> ) Apostrophes (possessives) ( <b>L2c</b> ) Formal/informal use of English ( <b>L3a</b> ) Determine meanings of words when		Adjectives & adverbs; legible handwriting ( <b>L1e, g</b> ) Generalize learned spelling patterns when writing ( <b>L2d</b> ) Formal/informal use of English ( <b>L3a</b> ) Use of glossaries & beginning dictionaries (digital & print) ( <b>L4 e</b> )		

Compound words <b>(L4d)</b>	Sentence-level context clues <b>(L4a)</b>	known prefixes are added (e.g., happy/unhappy); use root words to determine meanings; use of glossaries & beginning dictionaries (digital & print) <b>(L4 b, c, e)</b>	Real-life connections bet. use of words; shades of meaning among verbs & adjectives <b>(L5 a, b)</b> Use words and phrases acquired through various methods to describe <b>(L6)</b>
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**Speaking and Listening ELACC2SL1-6** will be incorporated into each unit through cooperative learning, differentiated instruction, and performance tasks.