

Grade 2 Curriculum Map  
Instructional Plan for Language Arts 2  
Hope Loersch  
St. Paul's Lutheran School  
Revised: July 2020

**Grade 2 Curriculum  
Instructional Plans for Language Arts  
Submitted by Hope R. Loersch  
July 2019**

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	Content Type	Objectives	Standards	Assessment	Materials
<b>A U G U S T &amp; S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>24</li> </ul> <p>22 days? (first day of school and 1 buffer day)</p> <p>Follow weekly test schedule, not lesson plan daily schedule in binder.</p>	<p>SWBAT</p> <ul style="list-style-type: none"> <li>Identify vowels.</li> <li>Apply one vowel rule.</li> <li>Apply long vowel sounds.</li> <li>Define and apply sentence techniques.</li> <li>Recognize consonant blends.</li> <li>Apply capitalization/punctuation techniques.</li> <li>Analyze two parts of a sentence</li> <li>demonstrate accuracy in pronouncing words and reading sentences.</li> <li>use correct enunciation</li> <li>use phrases to read smoothly.</li> </ul> <p>Apply spelling and phonics concepts through daily:</p> <ul style="list-style-type: none"> <li>Teacher-directed oral practice</li> <li>Independent written practice</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Achieve good writing position:</li> <li>Sitting properly in desk</li> <li>Holding pencil correctly</li> <li>Slanting paper correctly</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Review long- and short-vowel sounds, consonant sounds</li> <li>Review and master one- and two-vowel rules: When there is one vowel in a word, it usually says its short sound. When there are two vowels in a word, the first one says its long sound and the second one is silent.</li> <li>Blend consonants/special sounds with vowels:</li> <li>Students write the blend of a given word; circle the special sound and mark the vowel</li> </ul>	<p>L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Determine the meaning of a new word when a prefix or suffix is added. b. Use a common root word as a clue to the meaning of an unknown word. c. Use individual words to predict the meaning of compound words (e.g., birdhouse). d. Use resources to clarify meanings of words</p> <p>L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. b. Production, expansion, and rearrangement of complete simple and compound sentences.</p> <p>W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>Classwork and Seatwork pages 1-44. Classwork done as a whole group or in pairs. Seatwork individually.</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Review games</li> <li>Enrichment activities and suggestions</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>Using adjectives and adverbs to enhance writing</li> <li>Using proofreader's marks to correct sentence errors</li> </ul> <p>Spelling: Solving crossword puzzles; thinking of homonyms and rhyming words</p> <p>Language and phonic skills are included in weekly tests</p>	<p>Lessons 1-22</p> <p><u>Phonics and Language</u>        "The Pond" pages 1-44.</p> <p>Large phonics teaching charts (check LP's for specific numbers)</p> <p><u>Spelling</u>        *Tests given on days with 0 and 5.        Tests 1-4</p> <p><u>Penmanship and Writing</u></p> <p>Lessons 1-22</p>

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		<p>Grammar:</p> <ul style="list-style-type: none"> <li>● Capitalization:           <ul style="list-style-type: none"> <li>○ First word in the sentence</li> <li>○ Days of week and months of year</li> <li>○ Holidays and special days</li> <li>○ Names of people</li> <li>○ The word I</li> <li>○ Titles</li> </ul> </li> </ul>			
<p><b>O C T O B E R</b></p>	<ul style="list-style-type: none"> <li>● 20</li> </ul> <p>19 days (1 half day)</p>	<ul style="list-style-type: none"> <li>● Identify two parts of a sentence.</li> <li>● Apply ou, ow, and ow.</li> <li>● Analyze sentences to identify complete subjects.</li> <li>● Add suffixes.</li> <li>● Recognize ing, ang, ong.</li> <li>● Recognize le and y.</li> <li>● Apply letters/end punctuation to sentences.</li> <li>● Distinguish between declarative/interrogative sentences.</li> </ul> <p>Hear and see spelling and vocabulary words in example sentences, in order to:</p> <ul style="list-style-type: none"> <li>● Clearly picture each word's meaning; differentiate between sound-alike words</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● Review correct formation for all lower and uppercase letters and numbers 1–10</li> <li>● Perfect writing skills for a good, overall appearance:</li> <li>● Forming difficult letters correctly</li> </ul> <p>Phonics:</p>	<p>L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines). b. Identify real-life connections between words and their use (e.g., describe foods that are juicy). c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).</p> <p>L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of holidays, products, geographic places. b. Commas in greetings and closings. c. Apostrophes in contractions and frequently occurring possessives. d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).</p> <p>W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.</p>	<p>Classwork and Seatwork</p> <p>Spelling: Creating phrases; grouping similar words together</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>● Review games</li> <li>● Enrichment activities and suggestions</li> <li>● Glossary usage</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>● Using adjectives and adverbs to enhance writing</li> <li>● Continual review and application of previously taught material</li> </ul> <p>Language and phonic skills are included in weekly tests</p>	<p>Lessons 23-42</p> <p><u>Phonics and Language</u>      "The Pond" pages 45-70      "Travel Around the World" pages 71-84</p> <p>Phonics charts 10-13</p> <p><u>Spelling</u>      Tests 5-8</p> <p><u>Penmanship and Writing</u>      Lessons 23-42</p>

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		<ul style="list-style-type: none"> <li>• Demonstrate ability to provide other example words that contain special sounds</li> <li>• List all the special sounds in a given word after it is orally dictated</li> <li>• Identify special sounds in a given word and know why that special sound is used</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Using periods to end sentences</li> <li>• Using question marks and exclamation points to end sentences</li> <li>• Using an apostrophe to show ownership ('s)</li> <li>• Using apostrophes in contractions</li> <li>• Using commas to separate three or more items in a series</li> </ul>			
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<b>Content Type</b>	<b>Objectives</b>	<b>Standards</b>	<b>Assessment</b>	<b>Materials</b>
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<p><b>N O V E M B E R</b></p>	<ul style="list-style-type: none"> <li>19</li> </ul> <p>18 in case of a buffer day</p>	<ul style="list-style-type: none"> <li>Apply y, er, est.</li> <li>Apply double-consonant suffix rule.</li> <li>Identify root word and suffix.</li> <li>Apply silent e suffix rules.</li> <li>Define an exclamatory sentence.</li> <li>Recognize aught and ought.</li> <li>Apply double-consonant/ silent e suffix rules.</li> <li>Recognize imperative sentences.</li> <li>Apply definition of sentence to groups of words.</li> </ul> <p>Use words correctly when speaking and writing</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>Placing letters correctly on the lines</li> <li>Using proper spacing between letters and words</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Choose the correct sound in a given word when there is more than one spelling for a sound: h ck in duck/k-e (ex.: back—"ck in duck" follows a short vowel sound; bake—k-e follows a long vowel sound)</li> <li>oy in boy/oi in coin (ex.: joyful—"oy in boy" must be chosen because it is at the end of a root word; point—"oi in coin" must be chosen because it is in the middle of the root word)</li> </ul> <p>The sentence:</p> <ul style="list-style-type: none"> <li>Recognize complete sentences</li> <li>Recognize questions, exclamations, and commands</li> <li>Learn terms: exclamatory, declarative, interrogative, and imperative sentences</li> <li>Define and identify nouns</li> <li>Define and identify verbs</li> <li>Define and identify adjectives that tell what kind and how many</li> </ul>	<ul style="list-style-type: none"> <li>L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.)</li> <li>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<p>Classwork and Seatwork</p> <p>Spelling: Understanding the meaning of vocabulary words</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Review games</li> <li>Enrichment activities and suggestions</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>Using adjectives and adverbs to enhance writing</li> <li>Locate and fix sentence errors</li> <li>Using glossary to practice research</li> </ul> <p>Language and phonic skills are included in weekly tests</p>	<p>Lessons 43-60</p> <p><u>Phonics and Language</u>      "Travel around the World"      pages 85-120      Phonics charts 10-13</p> <p><u>Spelling</u>      Tests 9-11</p> <p><u>Penmanship and Writing</u></p>
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		<ul style="list-style-type: none"> <li>Define and identify adverbs that tell how</li> <li>Identifying complete subject and predicate of sentence</li> <li>Identifying simple subject and predicate of sentence</li> <li>Diagramming simple subject and predicate of sentence</li> </ul>			
<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>15</li> </ul> <p>13ish</p>	<ul style="list-style-type: none"> <li>Interpret proofreader's marks to make corrections.</li> <li>Analyze words to identify nouns.</li> <li>Apply es suffix rules.</li> <li>Identify singular/plural nouns.</li> <li>Add s or es to make nouns plural.</li> <li>Apply spelling rules to form irregular plural nouns.</li> </ul> <p>Learn spelling rules:</p> <ul style="list-style-type: none"> <li>Know: one- and two-vowel rules;</li> <li>k comes before i and e;</li> <li>c comes before a, o, and u</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Slanting letter properly</li> <li>Writing slowly and carefully</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>tch in patch/ch in church (ex.: matches—"tch in patch" must be chosen because the sound follows a short vowel; chimes—"ch in church" must be chosen because "tch in patch" cannot be at the beginning of a word)</li> <li>g in giant, dge in fudge, j in jar (ex.: cage—"g in giant" must come before e, i, or y; badge—"dge in fudge" must follow a short vowel) h c in city/s consonant (ex.: century—"c in city" comes before e, i, or y)</li> </ul> <p>Spell compound words correctly by applying special sound application tips/rules</p>	<ul style="list-style-type: none"> <li>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing</li> <li>W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> </ul>	<p>Classwork and Seatwork</p> <p>Spelling: Finding misspelled words and knowing how to correct them</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Glossary usage</li> <li>Practice research skills</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>Using adjectives and adverbs to enhance writing</li> <li>Using proofreader's marks to correct sentence errors</li> <li>Using glossary to practice research</li> </ul> <p>Language and phonic skills are included in weekly tests</p>	<p>61-73</p> <p><u>Phonics and Language</u>    "Travel around the World"    pages 121-146    Phonics charts 10-13</p> <p><u>Spelling</u>    Tests 12-14</p> <p><u>Penmanship and Writing</u></p> <p>Lessons 43-60</p>

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		<ul style="list-style-type: none"><li>• Read compound words with speed and accuracy</li><li>• Read "challenge words" with speed and accuracy</li><li>• Develop listening through dictated sentences; using phonics application skills while students:<ul style="list-style-type: none"><li>• Remember each word</li><li>• Spell each word correctly</li><li>• Spell contractions correctly</li><li>• Spell number words, days of the week, months of the year</li></ul></li><li>• Capitalize correctly based on rules learned</li><li>• Choose correct ending punctuation</li></ul> <p>Word study and diction:</p> <ul style="list-style-type: none"><li>• Add suffixes and prefixes to root words</li><li>• Determine number of syllables</li><li>• Recognize and use correctly:<ul style="list-style-type: none"><li>• Compound words, rhyming words</li><li>• Opposite words (antonyms), same-meaning words (synonyms), same-sounding words (homonyms)</li></ul></li></ul>			
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J A N U A R Y	<ul style="list-style-type: none"> <li>21</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophe s to identify possessive nouns.</li> <li>Interpret possessive nouns/phrases.</li> <li>Recognize/apply special sounds.</li> <li>Associate similar phonetic sounds/spellings.</li> <li>Apply capitalization rules.</li> <li>Recognize abbreviations for names of days/months.</li> <li>Use proofreader's marks to edit sentences.</li> <li>Apply syllable-division rules.</li> <li>Analyze words to identify verbs.</li> </ul> <p>Correctly use at end of word:</p> <ul style="list-style-type: none"> <li>double consonants ll or ss;</li> <li>ck after a short vowel;</li> <li>ke after a long vowel</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Making smooth connections between letters, difficult letters, blends</li> <li>Using key handwriting strokes:             <ul style="list-style-type: none"> <li>trace,</li> <li>wave,</li> <li>loop,</li> <li>oval,</li> <li>mountain</li> </ul> </li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Choose the correct beginning sound:</li> <li>Recognize choices in the following consonant blend sounds when given blends or words to spell:             <ul style="list-style-type: none"> <li>st in stop,</li> <li>pl in plane,</li> <li>tr in train,</li> <li>bl in block,</li> <li>cl in clock,</li> <li>fl in flake,</li> <li>gl in glue,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</li> <li>W.2.4 With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.</li> </ul>	<p>Classwork and Seatwork</p> <p>Spelling: Solving crossword puzzles; thinking of homonyms and rhyming words</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Review games</li> <li>Enrichment activities and suggestions</li> <li>Glossary usage</li> <li>Practice research skills</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>Using adjectives and adverbs to enhance writing</li> <li>Using proofreader's marks to correct sentence errors</li> <li>Using glossary to practice research</li> <li>Continual review and application of previously taught material</li> </ul> <p>Language and phonic skills are included in weekly tests</p>	<p>Lessons 74-94</p> <p><u>Phonics and Language</u>        "Travel around the World" pages 147-160        "Jungles around the World" pages 161-188</p> <p><u>Spelling</u>        Tests 15-18</p> <p><u>Penmanship and Writing</u>        Creative Writing starts with Lesson 81.        Lessons 74-94        Monday is journaling day</p>



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		<ul style="list-style-type: none"><li>o br in bride,</li><li>o dr in drum,</li><li>o pr in pray,</li><li>o gr in grin,</li><li>o sm in smoke,</li><li>o sc in scat,</li><li>o sk in skate,</li><li>o sp in spade,</li><li>o cr in crab,</li><li>o tw in twins,</li><li>o spl in splash,</li><li>o spr in sprain,</li><li>o scr in scream,</li><li>o qu in squeak,</li><li>o sn in snack,</li><li>o sl in sleep,</li><li>o str in stream,</li><li>o sw in swim,</li><li>o thr in three</li></ul> <ul style="list-style-type: none"><li>• Understand that syllables are parts of words</li><li>• Correctly divide words into syllables between:<ul style="list-style-type: none"><li>o Double consonants; root words and suffixes</li><li>o A vowel and a consonant; two differing consonants</li><li>o Prefixes and root words</li><li>o Identify the number of syllables in a given word</li><li>o Identify root words</li></ul></li><li>• Singular and plural words; singular possessives</li><li>• Contractions</li><li>• Divide words into syllables</li><li>• Alphabetize words</li></ul>			
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<b>F E B R U A R Y</b>	<ul style="list-style-type: none"> <li>18</li> </ul>	<ul style="list-style-type: none"> <li>Compare subjects/verbs to make them agree.</li> <li>Diagram simple subjects/verbs.</li> <li>Demonstrate comprehension of word meanings/usage.</li> <li>Apply past tense verbs.</li> <li>Identify words used to form contractions.</li> <li>Construct contractions.</li> <li>Double a consonant before adding a suffix that begins with a vowel</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Keeping size consistent while making a connection without the help of a dotted line</li> <li>Writing without use of dotted lines</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Use prefixes correctly when heard in a dictated word</li> <li>Recognizing silent letters in words containing gn in gnat, kn in knot, wr in wrinkle, eigh in eight</li> <li>Choose between wor in worms/war in warm by listening to the beginning sound</li> <li>Demonstrate ability to add prefixes and suffixes to a root word while spelling the new word correctly by applying the following rules:             <ul style="list-style-type: none"> <li>When a root word ends with a single consonant and the vowel is short, the consonant is usually doubled before adding a suffix beginning with a vowel. (ex.: swim + ing = swimming)</li> <li>When a root word ends with a silent e, the e is usually dropped before adding a suffix that begins with a vowel. (ex.: hike + ed = hiked)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>W.2.2 Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section. b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. c. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</li> <li>W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</li> <li>W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</li> </ul>	<p>Classwork and Seatwork</p> <p>Spelling: Matching contractions with their words</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Review games</li> <li>Enrichment activities and suggestions</li> <li>Glossary usage</li> <li>Practice research skills</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>Using adjectives and adverbs to enhance writing</li> <li>Using proofreader's marks to correct sentence errors</li> <li>Using glossary to practice research</li> <li>Continual review and application of previously taught material</li> </ul> <p>Language and phonic skills are included in weekly tests</p>	<p>Lessons 95-112</p> <p><u>Phonics and Language</u>      "Jungles" pages 189-224</p> <p><u>Spelling</u></p> <p>Tests 19-21</p> <p><u>Penmanship and Writing</u></p> <p>Lessons 95-112</p>
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 Revised: July 2020

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M A R C H	<ul style="list-style-type: none"> <li>17</li> </ul>	<ul style="list-style-type: none"> <li>Understand uses of prefixes.</li> <li>Understand special uses of contractions.</li> <li>Apply learned special sounds.</li> <li>Apply comma rule to items in a series.</li> <li>Supply antonyms for given words.</li> <li>Interpret possessive nouns/phrases.</li> <li>Analyze word usage to identify adjectives.</li> <li>Determine rhyming words for given words.</li> <li>Identify adjectives that tell what kind/which one/ how many.</li> <li>Spelling rule: Drop the silent e</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Correctly write             <ul style="list-style-type: none"> <li>Blends,</li> <li>words,</li> <li>sentences,</li> <li>paragraphs,</li> <li>poems</li> </ul> </li> <li>Choose "wa in wash" when beginning with a word sounding with short o/"w" sound</li> <li>Choose the correct ending sound in a given word:             <ul style="list-style-type: none"> <li>Correctly use ll, ff, ss at end of a word</li> <li>suffix -s says "s" or "z"</li> <li>Recognize the following sounds at the end of short words: e in me, o in go, y in fly</li> </ul> </li> <li>When a root word ends with a y and the suffix begins with an e, change the y to an i before adding the suffix. (ex.: try + ed = tried) h When a root word ends</li> </ul>	<ul style="list-style-type: none"> <li>W.2.3 Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. b. Transitions: use transitions to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.</li> <li>W.2.2 Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section. b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. c. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words</li> <li>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<p>Classwork and Seatwork</p> <p>Spelling: Combining root words with the suffixes -y, -er, -est, -ly, -en, -es, -ed</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Review games</li> <li>Enrichment activities and suggestions</li> <li>Glossary usage</li> <li>Practice research skills</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>Using adjectives and adverbs to enhance writing</li> <li>Using proofreader's marks to correct sentence errors</li> <li>Using glossary to practice research</li> <li>Continual review and application of previously taught material</li> </ul> <p>Language and phonic skills are included in weekly tests</p>	<p>Lessons 113-129  <u>Phonics and Language</u>        "Jungles" pages 225-250        "Camping" pages 251-258</p> <p><u>Spelling</u>        Tests 22-25</p> <p><u>Penmanship and Writing</u>        Lessons 113-129</p>

Grade 2 Curriculum Map  
 Instructional Plan for Language Arts 2  
 Hope Loersch  
 St. Paul's Lutheran School  
 Revised: July 2020

		<p>with a y and the suffix is -ly, change the y to an i before adding the suffix.</p> <ul style="list-style-type: none"> <li>Correctly use a glossary (terms: guide words, entry)</li> <li>Correctly use a dictionary (terms: guide words, entry, definition)</li> </ul>			
<p><b>A P R I L</b></p>	<ul style="list-style-type: none"> <li>20</li> </ul>	<ul style="list-style-type: none"> <li>Choose interesting adjectives to enhance writing.</li> <li>Apply spelling rules to add suffixes to root words.</li> <li>Analyze sentences to identify nouns/adjectives.</li> <li>Determine correct usage of a/an.</li> <li>Identify correct adjective suffixes for comparison.</li> <li>Analyze word usage to identify adverbs.</li> <li>Supply adverbs for given verbs.</li> <li>Identify adverbs that tell how.</li> <li>Determine correct adjective/adverb usage by analyzing usage in sentence context.</li> <li>Learn how to spell words containing special sounds of similar sound with different spellings</li> </ul> <p>Creative writing</p> <ul style="list-style-type: none"> <li>Reviewing the writing process learned in 1st grade: read and gather, think and plan, write and rewrite, check and polish, share your results</li> </ul> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Use suffixes correctly when heard in a dictated word</li> <li>Adding more than one suffix to a word</li> <li>Choose "ay in pray" when a long a sound is at the end of a root word</li> <li>Choose "y in baby" at the end of certain words ending with a long e sound</li> <li>Choose "le in little" at the end of certain words ending with an "l" sound h</li> </ul>	<ul style="list-style-type: none"> <li>SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something.</li> <li>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>W.2.3 Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. b. Transitions: use transitions to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.</li> <li>W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.</li> </ul>	<p>Classwork and Seatwork</p> <p>Spelling: Using prefixes a-, al-, be-, en-, un</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Review games</li> <li>Enrichment activities and suggestions</li> <li>Glossary usage</li> <li>Practice research skills</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>Using adjectives and adverbs to enhance writing</li> <li>Using proofreader's marks to correct sentence errors</li> <li>Using glossary to practice research</li> <li>Continual review and application of previously taught material</li> </ul>	<p>Lessons 130-150  <u>Phonics and Language</u>      "Camping" pages 259-300</p> <p><u>Spelling</u>      Tests 26-29</p> <p><u>Penmanship and Writing</u>      Lessons 130-150</p>

Grade 2 Curriculum Map  
Instructional Plan for Language Arts 2  
Hope Loersch  
St. Paul's Lutheran School  
Revised: July 2020

		<p>Choose between -ed in ooked/-ed in played when a root word follows a "t" or "d" sound</p> <p>Write:</p> <ul style="list-style-type: none"><li>• Complete sentences</li><li>• Original sentence</li><li>• Rewrite a sentence correctly</li><li>• Answer a question in complete sentence</li></ul>		<p>Language and phonic skills are included in weekly tests</p>	
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Grade 2 Curriculum Map  
 Instructional Plan for Language Arts 2  
 Hope Loersch  
 St. Paul's Lutheran School  
 Revised: July 2020

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M A Y	<ul style="list-style-type: none"> <li>24</li> </ul>	<ul style="list-style-type: none"> <li>Apply A-B-C order to words in nonconsecutive letter order.</li> <li>Apply phonics sounds/rules to complete diction.</li> <li>Apply A-B-C order to words with same beginning letter.</li> <li>Use dictionary entries to determine parts of speech, pronunciations, definitions.</li> <li>Use glossary entries to gain additional information</li> <li>Analyze sentences to determine kind of sentence.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Use proper punctuation and capitalization;</li> <li>simple sentence structure;</li> <li>recognize difference between phrases and sentences;</li> <li>complete sentences,</li> <li>write sentences using suggested words,</li> <li>in proper paragraph form.</li> </ul> <p>Phonics: By end of year, students will have mastered</p> <ul style="list-style-type: none"> <li>132 special sounds and clue words:</li> <li>special sounds include consonant blends,</li> <li>diphthongs,</li> <li>digraphs,</li> <li>11 suffixes,</li> <li>5 prefixes</li> </ul> <ul style="list-style-type: none"> <li>Choose ought in thought/aught in caught at the end of a root word with a short o/"t" sound</li> <li>Choose "ture in pasture" at the end of certain words with the same sound as</li> </ul>	<ul style="list-style-type: none"> <li>SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Consider individual differences</li> <li>L.2.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking). b. Recognize formal and informal uses of English.</li> <li>W.2.4 With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> <li>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper and lower case letters), cursive, and/or typing.</li> </ul>	<p>Classwork and Seatwork</p> <p>Spelling: Partner practice and morning writing activities to include words.</p> <p>Phonics:</p> <ul style="list-style-type: none"> <li>Review games</li> <li>Enrichment activities and suggestions</li> <li>Glossary usage</li> <li>Practice research skills</li> </ul> <p>During independent seatwork:</p> <ul style="list-style-type: none"> <li>Using adjectives and adverbs to enhance writing</li> <li>Using proofreader's marks to correct sentence errors</li> <li>Using glossary to practice research</li> <li>Continual review and application of previously taught material</li> </ul> <p>Language and phonic skills are included in weekly tests</p>	<p>151-170 <u>Phonics and Language</u> "Camping" pages 301-340</p> <p><u>Spelling</u> Tests 30-33</p> <p><u>Penmanship and Writing</u> 151-170</p>

Grade 2 Curriculum Map  
 Instructional Plan for Language Arts 2  
 Hope Loersch  
 St. Paul's Lutheran School  
 Revised: July 2020

		<p>"ch in church" along with an "er" sound (ex.: fracture)</p> <ul style="list-style-type: none"> <li>Recognizing silent letters when spelling words with igh in night, alk in walk, le in little, -ed in looked, -ed in played, tch in patch, mb in lamb, ought in thought, aught in caught, dge in fudge, ould in could, ough in enough</li> </ul> <p>Recognize choices in the spelling of special sounds having or containing the same sound:</p> <ul style="list-style-type: none"> <li>e in me, y in baby, -y in rainy, -ly in slowly, ie in brownie</li> <li>o in go/ow in bowl</li> <li>ay in pray, ea in steak, ey in obey, eigh in eight</li> <li>sh in ship, tion in nation, sion in missionary</li> <li>th in thick/thr in three</li> <li>sc in scat/sk in skate</li> <li>or in morning/war in warm</li> <li>ou in out/ow in owl ch in church/tch in patch, ture in pasture</li> <li>er in verse, ur in nurse, ir in bird, ear in earth, -er in bigger, wr in wrinkle, or in sailor, ar in dollar</li> <li>oo in tooth/ew in flew h oi in coin/oy in boy h oo in book, ou in could, u in push h a in adopt, o in shovel, a in banana, a- in asleep, ough in enough, ou in country</li> <li>all in ball, alk in walk, au in faucet, aw in saw, ought in thought, aught in caught</li> <li>g in giant/dge in fudge</li> <li>air in hair, arr in carry, are in care, err in cherry</li> </ul>			
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Grade 2 Curriculum Map  
Instructional Plan for Language Arts 2  
Hope Loersch  
St. Paul's Lutheran School  
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