

ENGLISH/LANGUAGE ARTS CURRICULUM GUIDE

SECOND GRADE

ROCKINGHAM COUNTY SCHOOLS

**Rockingham County Schools
English/Language Arts
Curriculum Guides**

Goal: To ensure equal access and exposure of all students to the North Carolina Course of Study.

Objectives:

- Align the curriculum (intended, taught, and assessed)**
- Ensure complete coverage of SCOS**
- Encourage cross-grade level planning**
- Promote teambuilding practices**
- Ensure consistency and continuity in delivery**
- Create accountability measures**
- Foster dialogue between administrators and teachers**
- Assist in planning**
- Allow flexibility in pacing**
- Support beginning teachers**
- Create a structured organizational tool**
- Clarify SCOS language**
- Promote deeper understanding of SCOS**
- Provide suggested strategies, resources, and activities**

**Rockingham County Schools
English/Language**

Curriculum Guide Committee Members

Kindergarten	1st	2nd	3rd	4th
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**E/LA Interim Testing Pacing Guide
2nd Grade**

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
1.01	2.01	2.01	1.01
2.03	2.02	2.02	1.02
2.06	2.08	2.04	1.03
2.07	3.01	2.06	1.04
2.08		2.08	2.01
3.01		3.01	2.02
			2.05
			2.06
			2.07
			3.01

**Rockingham County Schools
Interim Testing
Skills/Concepts
Second Grade**

First Quarter Interim		Second Quarter Interim	
Skills	Genre	Skills	Genre
facts-details	poetry	graphic organizer	poetry
predict-confirm	fiction	inferences/conclusion	fiction
syllabication	non-fiction	character	non-fiction
compare/contrast		predict/confirm	
table of contents		context clues	
inferences/conclusions		sequence of events	
sequence of events		facts/details	
character			
Third Quarter Interim		Fourth Quarter Interim	
Skills	Genre	Skills	Genre
graphic feature	non-fiction	main idea	poetry
predict/detail	fiction	inferences/conclusions	fiction
character		predict/confirm	
sequence of events		root word	
inferences/conclusions		compound word	
synonyms/antonyms		vowels	
facts/details		synonyms/antonyms	
main idea		plot	
		contraction	
		setting	
		summary	
		compare/contrast	
		similarities/differences	

***Drama selections are not included on the Interim Tests at this time. Drama will appear on the EOG. Students should be exposed to Drama throughout the year.**

Rockingham County Schools
2nd Grade English/Language Arts Curriculum Guide
Technology Integration

Technology Focus:

- Explore technology in the community (mobile phones, handheld computers, bar code scanners)
- Observe web resources (teacher selected Internet resources)
- Use online databases to locate information ([ncwiseowl](#))
- Build word processing skills (Microsoft Works-word processor)
- Collect, sort, and display data as a class/group (manipulatives, MS Works-spreadsheet, [Create a graph](#))
- Explore multimedia tools (PowerPoint)
- Use drawing tools (drawing tool in Microsoft Works)

Date/s Covered	Notes	Suggested Resources
		<p>Reading</p> <p>Reading Planet http://www.rif.org/readingplanet/</p> <p>Reading Rainbow http://pbskids.org/readingrainbow/</p> <p>Storyplace Library http://www.storyplace.org/eel/eel.asp</p>

Letter Generator

http://readwritethink.org/materials/letter_generator/

Hello Friend! Writing a Friendly Letter

<http://www.learnnc.org/lessons/kellynorton8102004111>

Pigs and Wolf on a Map!

<http://www.learnnc.org/lessons/CherryRandall2112003943>

Cloudy with a Chance of Meatballs

<http://www.learnnc.org/lessons/MaryRizzo5232002805>

ReadWriteThink- Word Wizard

<http://readwritethink.org/materials/wordwizard/>

Illustrating Student Writing

http://www.educationworld.com/a_tech/techlp/techlp008.shtml

Shadow Play

http://www97.intel.com/education/odyssey/day_331/day_331.htm

How Does It End? A Lesson in Creativity

http://www.educationworld.com/a_tech/techlp/techlp002.shtml

Virtual Poetry

<http://www.surfnetkids.com/games/funnypoems-wm.htm>

Word Games

<http://www.funbrain.com/cgi-bin/getskill.cgi?A1=choices&A2=wd&A3=2&A4=0&A7=0&A8=la>

Comic Creator

<http://www.readwritethink.org/materials/comic/index.html>

The Big6

<http://www.big6.com/kids/K-2.htm>

Reading is Fun

<http://www.rif.org/readingplanet/>

Reading and Books

<http://kids.nypl.org/reading/index.cfm>

Bookhive

<http://www.bookhive.org/>

		<p>Reading Rockets http://www.readingrockets.org/</p> <p>Interent Public Library-Kidspace http://www.ipl.org/div/kidspace/</p>
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**Rockingham County Schools
2nd Grade E/LA Curriculum Guide**

NCSCS Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
Objective 1.01: Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.		
Objective 1.02: Read most high frequency and many irregularly spelled words accurately in text.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>1.01</u> Combine phonics and knowledge of word parts to decode words.	<u>1.01</u> Word Wall, Word Sorts, Making Words, Wordo, Story Maps, Comprehension Games, Phonics Games	<u>1.01</u>
<u>1.02</u> Read and spell words designated on the K-2 Literacy Assessment.	<u>1.02</u> Word Wall, Newsletter to Parents With Suggested Practice Activities, Individualized Instruction, "Clap, Snap, and Say"	<u>1.02</u>

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NCSCS Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
Objective 1.03: Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.		
Objective 1.04: Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>1.03</u> Use prior knowledge of phonics rules to build words and decode words independently.	<u>1.03</u> Word Sorts, Personal Dictionaries, Word Family Notebook	<u>1.03</u>
<u>1.04</u> Apply mastered skills to independently select and read a text silently.	<u>1.04</u> Self-Selected Reading, Media Center Independent Checkout, "Think-Pair-Share"	<u>1.04</u>

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NCSCS Goal 1: The learner will develop and apply enabling strategies and skills to read and write.		
Objective 1.05: Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>1.05</u> Apply mastered skills in order to independently select and read a text for 20 minutes.	<u>1.05</u> Self-Selected Reading, Self-Monitoring Questions	<u>1.05</u>

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NCSCS Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
Objective 2.01: Read and comprehend text (fiction, non-fiction, poetry, and drama) appropriate for grade two by determining purpose (reader's and author's), making predictions, asking questions, locating information for specific reasons/purposes, recognizing and applying text structure, comprehending and examining author's decisions and word choice, determining fact and opinion, recognizing and comprehending figurative language, making inferences and drawing conclusions.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>2.01</u> Read and comprehend a variety of fiction and nonfiction materials.	<u>2.01</u> Guided Reading, Weekly Readers, Leveled Books, KWL Charts, Thinking Maps, Trade Books, Literature Circles, Anticipation Guide	<u>2.01</u>

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NCSCS Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
Objective 2.02: Use text for a variety of functions, including literary, informational, and practical.		
Objective 2.03: Read expository materials for answers to specific questions.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>2.02</u> Read for a variety of purposes.	<u>2.02</u> Exposure to a Variety of Genres, Integration of Other Subject Areas	<u>2.02</u>
<u>2.03</u> Read nonfiction materials to answer related questions.	<u>2.03</u> Prereading Graphic Organizers, Outlining	<u>2.03</u>

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NCSCS Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.		
Objective 2.04: Pose possible <i>how, why, and what if</i> questions to understand and/or interpret text.		
Objective 2.05: Self-monitor own difficulties in comprehending independently using several strategies.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>2.04</u> Question to support comprehension.	<u>2.04</u> Student Generated Questions, Cooperative Groups, Oral Partner Questioning, and Conferencing	<u>2.04</u>
<u>2.05</u> Use appropriate reading strategies to aid in the comprehension of the text.	<u>2.05</u> "Helping Hand" Using Context Clues, Comprehension Strategies, Teacher Modeling	<u>2.05</u>

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NCSCS Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Objective 2.06: Recall main idea, facts and details from a text.

Objective 2.07: Discuss similarities and differences in events, characters, and concepts within and across texts.

Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>2.06</u> Summarize basic elements (Who? What? Where? When?).	<u>2.06</u> (e.g.) Venn Diagrams, Bar Graphs, Pictographs, Coordinate Grids	<u>2.06</u>
<u>2.07</u> Compare and contrast story elements of a more challenging piece of work.	<u>2.07</u> Independent Venn Diagrams, Double Bubble Map, Paragraph Writing, Comparison of the Different Versions of the Same Story, Comparison of Different Mediums (Plays, Movies, Poems, etc.)	<u>2.07</u>

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NCSCS Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Objective 2.08: Interpret information from diagrams, charts, and maps.

Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>2.08</u> Read a diagram, chart, map.	<u>2.08</u> KWL Chart, Thinking Maps, Journaling, a Picture Walk, "Think-Pair-Share"	<u>2.08</u>

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NCSCS Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.		
Objective 3.01: Use personal experiences and knowledge to interpret written and oral messages.		
Objective 3.02: Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>3.01</u> Activate and build on prior knowledge.	<u>3.01</u> Word Studies, Dictionary/Glossary Skills, Vocabulary Development (Word Block), "Think-Pair-Share", KWL, Carousel Brainstorming	<u>3.01</u>
<u>3.02</u> Apply prior knowledge to nonfiction materials to support comprehension.	<u>3.02</u> Prereading Graphic Organizers, Post Reading Comprehension Activities, Journals, Think Aloud	<u>3.02</u>

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NCSCS Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.		
Objective 3.03: Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).		
Objective 3.04: Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>3.03</u> Paraphrase to summarize information.	<u>3.03</u> Retell Cards, Activation of Prior Knowledge, "Squats", Conferencing , Reading Retellings	<u>3.03</u>
<u>3.04</u> Develop and build vocabulary through various responses.	<u>3.04</u> Modeling, Mini-Lessons, Daily Language Review, Drops in the Bucket	<u>3.04</u>

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NCSCS Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.		
Objective 3.05: Locate and discuss examples of an author's use of: kinds of sentences (declarative, interrogative, exclamatory), capitalization (titles, dates and days, names of countries), punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations), use of paragraphs in texts and their effects on the reader, genre(s) and specific word choice(s).		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>3.05</u> Discuss the author's use of capitalization and punctuation in connection to the text.	<u>3.05</u> Word of the Day, Student Dictionaries, Word Wall, Restricted Words, Alpha Box, "Think-Pair-Share", Literature Circles, Group Book Study, Story Maps, Compare and Contrast Author's Style	<u>3.05</u>

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NCSCS Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.		
Objective 3.06: Discuss the effect of an author's choices for nouns, verbs, modifiers, and specific vocabulary which help the reader comprehend a narrative or expository text.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>3.06</u> Identify why the author's choice of words supports the reader's comprehension of text.	<u>3.06</u> Word Analysis, Guess the Covered Word, Context Clues, Predicting Different Story Endings	<u>3.06</u>

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NCSCS Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
Objective 4.01: Begin to use formal language and/or literary language in place of oral language patterns, as appropriate. Objective 4.02: Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>4.01</u> Use academic language in place of social language when appropriate.	<u>4.01</u> Author's Chair, Oral Presentations, Video Tape, Student Presentations	<u>4.01</u>
<u>4.02</u> Build a rich and varied vocabulary.	<u>4.02</u> Thesaurus Activities, Student Dictionaries, Guess the Covered Word, Scrabble, Word Bingo, and Hangman, Modeling Proofreading, Mini-Lessons	<u>4.02</u>

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NCSCS Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
Objective 4.03: Read aloud with fluency and expression any text appropriate for early independent readers.		
Objective 4.04: Use oral communication to identify, organize, and analyze information.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>4.03</u> Model reading aloud with expression and fluency.	<u>4.03</u> Tape Recording Student Reading, Daily Read Aloud, Listening Centers, Guest Readers	<u>4.03</u>
<u>4.04</u> Activate critical thinking through oral discussion of text.	<u>4.04</u> Book Club Discussions, Book Buddies, Conferences, Comprehension Games, Literature Circles	<u>4.04</u>

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NCSCS Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
Objective 4:05: Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.		
Objective 4.06: Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>4.05</u> Adapt the type of language that is used to the given situation/setting.	<u>4.05</u> Project Presentations (e.g. Persuasive, Informative), Model Correct Language Usage in Various Circumstances (Academic, Social, Extra-Curricular)	<u>4.05</u>
<u>4.06</u> Brainstorm and apply strategies when approaching a written product.	<u>4.06</u> Narratives of Personal Experiences, Creative Stories, Skits Based on Familiar Stories and/or Experiences	<u>4.06</u>

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NCSCS Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
Objective 4.07: Compose first drafts using an appropriate writing process: planning and drafting, rereading for meaning, revising to clarify and refine writing with guided discussion.		
Objective 4.08: Write structured, informative presentations and narratives when given help with organization.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>4.07</u> Brainstorm and apply strategies when approaching a written product.	<u>4.07</u> Oral Discussions, Mini-Lessons, Circle Maps, Tree Map	<u>4.07</u>
4.08 Use the writing process to support a written product.	4.08 Daily Writing Block, Circle Maps, Tree Maps, Double Bubble Maps	<u>4.08</u>

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NCSCS Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.		
Objective 4.09: Use media and technology to enhance the presentation of information to an audience for a specific purpose.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>4.09</u> Use of visual aids to enhance a presentation.	<u>4.09</u> Internet, Computer Lab, Create Books to Donate to the Library, Develop a Class Newspaper, Create Class Books, Power Point	<u>4.09</u>

**Rockingham County Schools
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NCSCS Goal 5: The learner will apply grammar and language conventions to communicate effectively.		
Objective 5.01: Spell correctly using: previously studied words, spelling patterns, analysis of sounds to represent all the sounds in a word in one's own writing. Objective 5.02: Attend to spelling, mechanics, and format for final products in one's own writing.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>5.01</u> Use and accept only conventional spelling on words already taught.	<u>5.01</u> Transitional Words, Peer Editing, Proofreading, Personal Dictionaries, Word Wall, Independent Editing	<u>5.01</u>
<u>5.02</u> Edit, revise, and publish a final written product.	<u>5.02</u> Writers Workshops, Publishing Procedures	<u>5.02</u>

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NCSCS Goal 5: The learner will apply grammar and language conventions to communicate effectively.		
Objective 5.03: Use capitalization, punctuation, and paragraphs in own writing.		
Objective 5.04: Use the following parts of the sentence: subject, predicate, modifier.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>5.03</u> Compose grammatically and mechanically correct text.	<u>5.03</u> Teacher Modeling, Mini-Lessons, Respond Orally in Complete Sentences, Daily Language Reviews, Drops in the Bucket	<u>5.03</u>
<u>5.04</u> Identify and use parts of a sentence in written products.	<u>5.04</u> Teacher Modeling, Mini-Lessons, Respond Orally in Complete Sentences.	<u>5.04</u>

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NCSCS Goal 5: The learner will apply grammar and language conventions to communicate effectively.		
Objective 5.05: Use editing to check and confirm correct use of conventions: complete sentences, correct word order in sentences.		
Objective 5.06: Use correctly in written products: letter formation, lines, and spaces to create readable documents, plural forms of commonly used nouns, common, age - appropriate contractions.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>5.05</u> Proofread written work.	<u>5.05</u> Dictionary Skills, Word Wall, Peer Editing	<u>5.05</u>
<u>5.06</u> Apply grammar rules to personal writing. Demonstrate proper form of a written product.	<u>5.06</u> Mini-Grammar Lessons, Games, Application of Grammar Rules Through Journaling, Application of Grammar Rules Through Story Writing, Daily Language Review, Direct Handwriting Instruction, Modeling Correct Letter Formation, Modeling Correct Spacing, Drops in the Bucket	<u>5.06</u>

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NCSCS Goal 5: The learner will apply grammar and language conventions to communicate effectively.		
Objective 5.07: Use legible manuscript handwriting.		
Essential Questions/Concepts	Suggested Strategies/Resources	Date/Notes:
<u>5.07</u> Demonstrate proper letter formation in order to create a legible document in manuscript form.	<u>5.07</u> Direct Handwriting Instruction, Modeling Correct Letter Formation, Modeling Correct Spelling, Modeling Correct Spacing, Word Wall Writing Practice	<u>5.07</u>