

**2nd Grade Language Arts Curriculum Guide
Lunenburg County Public Schools
June 2014**

Marking Period: 1st nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Language

<p>SOL 2.1</p>	<p>The student will demonstrate an understanding of oral language structure.</p> <p>a) Create oral stories to share with others.</p> <p>b) Create and participate in oral dramatic activities.</p> <p>c) Use correct verb tenses in oral communication.</p> <p>d) Use increasingly complex sentence structures in oral communication.</p> <p>e) Begin to self-correct errors in language use.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • use the story structure of beginning, middle, and end to tell a story of an experience. • maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood. • add appropriate elaboration and detail while recounting or describing an event. • dramatize familiar stories (e.g., plays, skits, reader's theater). • use present, past, and future tenses appropriately. • provide a referent for pronouns (e.g., Serena wanted to sing but she was afraid). • demonstrate subject-verb agreement. • use more complex sentence structure with conjunctions, such as while, when, if, because, so, and but, when describing events and giving explanations. • speak in complete sentences when appropriate to task and situation to provide details and clarification. • begin to self-correct errors made when communicating orally. <p>Essential Understanding</p> <ul style="list-style-type: none"> • participate in group activities by creating oral stories using complex sentences and appropriate verb tenses.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p>

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	<p><u>VDOE - Story Retelling</u></p> <p>Videos <u>Phonics in Context: Beginning, Middle, End</u> <u>Language Arts: Listening and Speaking</u> <u>Language Arts: Parts of Speech</u></p> <p>Literature Connections <u>The Twin Club</u> <u>Henry and Mudge and the Starry Night</u> <u>A Walk in the Desert</u> <u>The Strongest One</u> <u>Tara and Tiree, Fearless Friends</u> <u>Abraham Lincoln</u> <u>The Bremen Town Musicians</u> <u>One Good Turn Deserves Another</u> <u>Pearl and Wagner</u> <u>Dear Juno</u> <u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Weed is a Flower</u> <u>The First Tortilla</u> <u>The Signmaker's Assistant</u></p>
Essential Vocabulary	

Marking Period: 1st nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Language

SOL 2.2, 2.2a	<p>The student will expand understanding and use of word meanings.</p> <p>a) Increase listening and speaking vocabularies.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • listen to and discuss a variety of texts. • use appropriate descriptive language to express ideas, opinions, and feelings.

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	<ul style="list-style-type: none"> • use language to categorize objects, people, places, or events. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that specific vocabulary helps explain and clarify ideas.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - synonyms</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner Dear Juno Anansi Goes Fishing Rosa and Blanca A Weed is a Flower The First Tortilla The Signmaker's Assistant</p>

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Essential Vocabulary	
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Reporting Category/Strand: Oral Language

SOL 2.3 a - f	<p>The student will use oral communication skills.</p> <p>a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</p> <p>b) Share stories or information orally with an audience.</p> <p>c) Participate as a contributor and leader in a group.</p> <p>d) Retell information shared by others.</p> <p>e) Follow three- and four-step directions.</p> <p>f) Give three- and four-step directions.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led). • participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond). • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • follow rules for discussions and assigned group roles. • use proper pitch and volume. • speak clearly and distinctly. • share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details. • select vocabulary and nonverbal expressions appropriate to purpose and audience. • express ideas clearly and in an organized manner. • contribute information, ask questions, clarify, gather additional information, retell, respond, or build on another person's idea in a small-group setting. • confer with small-group members about how to present information to the class. • carry out a specific group role, such as leader, recorder, materials manager, or reporter. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that oral communication can be used for a variety of purposes.

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- participate in group activities by sharing stories or information and by following and giving directions.

Essential Questions

Primary Resources

Textbook Correlations

Reading Street books 2.1 and 2.2, Units 1 - 6

Interactive Websites

[Reading Street Series \(Teacher Edition, Student Edition, and Resources\)](#)

[Brainpop](#)

Lesson Plans

[Reading Street Series](#)

[VDOE - Summarizing Story Events](#)

Videos

[Phonics in Context: Beginning, Middle, End](#)

[Language Arts: Listening and Speaking](#)

[Language Arts: Parts of Speech](#)

Literature Connections

[The Twin Club](#)

[Exploring Space with an Astronaut](#)

[Henry and Mudge and the Starry Night](#)

[A Walk in the Desert](#)

[The Strongest One](#)

[Tara and Tiree, Fearless Friends](#)

[Abraham Lincoln](#)

[Scarcity](#)

[The Bremen Town Musicians](#)

[One Good Turn Deserves Another](#)

[Pearl and Wagner](#)

[Dear Juno](#)

[Anansi Goes Fishing](#)

[Rosa and Blanca](#)

[A Weed is a Flower](#)

[A Froggy Fable](#)

[Life Cycle of a Pumpkin](#)

[Soil](#)

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	<p><u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u></p>
Essential Vocabulary	

Marking Period: 1st nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Language

SOL 2.4 a - e	<p>The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <p>a) Count phonemes (sounds) within one-syllable words.</p> <p>b) Blend sounds to make one-syllable words.</p> <p>c) Segment one-syllable words into individual speech sounds (phonemes).</p> <p>d) Add or delete phonemes (sounds) to make words.</p> <p>e) Blend and segment multisyllabic words at the syllable level.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • count phonemes in one-syllable words (e.g., man has three phonemes /m/-/a/-/n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/-/o/-/p/). • isolate and manipulate phonemes. • blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip). • segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/). • add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). • delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow).

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	<ul style="list-style-type: none"> • blend and segment multisyllabic words at the syllable level. • identify syllables in a word (e.g., students tap snowball → /snow/- /ball/, clap out the word hamburger → /ham/- /bur/-/ger/). • state the word created by blending given syllables together (e.g., /fan/-/tas/-/tic/ → fantastic). • delete a syllable from a word and state what remains (e.g., say celebrate without brate [cele]). • manipulate sounds in words to form new or nonsense words. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that spoken words are made up of individual phonemes, which can be manipulated to make new words.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE Rhyming Words</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner</p>

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	<p><u>Dear Juno</u> <u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Weed is a Flower</u> <u>A Froggy Fable</u> <u>Life Cycle of a Pumpkin</u> <u>Soil</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u></p>
Essential Vocabulary	

Marking Period: 1st nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.5	<p>The student will use phonetic strategies when reading and spelling.</p> <p>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</p> <p>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p> <p>c) Decode regular multisyllabic words.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • apply knowledge of consonants and consonant blends to decode and spell words. • apply knowledge of consonant digraphs (sh, wh, ch, th) to decode and spell words.

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	<ul style="list-style-type: none"> • distinguish long and short vowels when reading one-syllable regularly spelled words. • apply knowledge of the consonant-vowel patterns, such as CV (e.g., go), VC (e.g., in) , CVC (e.g., pin), CVCE (e.g., take), CVVC (e.g., wait), and CVCC (e.g., wind), to decode and spell words. • apply knowledge of r-controlled vowel patterns to decode and spell words. • read regularly spelled one- and two-syllable words automatically. • decode regular multisyllabic words. • use phonetic strategies and context to self-correct for comprehension. • decode words with common prefixes and suffixes. • apply knowledge of consonants and consonant blends to decode and spell words. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand the need to apply phonetic strategies to decode and spell words
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop Lesson Plans Reading Street Series VDOE - Applying Phonemic Principles</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity The Bremen Town Musicians One Good Turn Deserves Another</p>

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	<u>Pearl and Wagner</u> <u>Dear Juno</u> <u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Weed is a Flower</u> <u>A Froggy Fable</u> <u>Life Cycle of a Pumpkin</u> <u>Soil</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u>
Essential Vocabulary	

Marking Period: 1st nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.6a	The student will use semantic clues and syntax to expand vocabulary when reading. a) Use information in the story to read words.
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • use meaning clues to support decoding. • use surrounding words in a sentence to determine the meaning of a word. • determine which of the multiple meanings of a word in context makes sense by using semantic clues. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that they will use a variety of strategies to read unfamiliar words

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Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections Abraham Lincoln The Night the Moon Fell Just Like Josh Gibson Red, White, and Blue A Birthday Party for Tia Cowboys Grace for President</p>
Essential Vocabulary	

Marking Period: 1st nine weeks
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Reporting Category/Strand: Reading

SOL 2.8a, 2.8e, 2.8j	<p>The student will read and demonstrate comprehension of fictional texts.</p> <p>a) Make and confirm predictions.</p> <p>e) Describe characters, setting, and important events in fiction and poetry.</p> <p>j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p>
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<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • set a purpose for reading. • use prior knowledge to predict information, and to interpret pictures and diagrams. • use information from the text to make predictions before, during and after reading. • use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions). • find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions). • describe a character’s traits, feelings, and actions as presented in a story or poem • describe how characters in a story or poem respond to key events. • describe the setting and important events of a story. • identify the problems and solutions in stories. • use information from illustrations and words to demonstrate comprehension of characters, settings, and plots. • compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). • practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody. • pause at commas and periods during oral reading. • apply phonics, meaning clues, and language structure to decode words and increase fluency. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - Summarizing Story Events VDOE - Main Idea or Theme</p> <p>Videos Phonics in Context: Beginning, Middle, End</p>

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	<p><u>Language Arts: Listening and Speaking</u> <u>Language Arts: Parts of Speech</u></p> <p>Literature Connections <u>The Twin Club</u> <u>Henry and Mudge and the Starry Night</u> <u>The Strongest One</u> <u>Tara and Tiree, Fearless Friends</u> <u>The Bremen Town Musicians</u> <u>One Good Turn Deserves Another</u> <u>Pearl and Wagner</u> <u>Dear Juno</u> <u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Froggy Fable</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u></p>
Essential Vocabulary	

Marking Period: 1st nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.9a, 2.9c, 2.9e, 2.9g, 2.9h	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> a) Preview the selection using text features. c) Use prior and background knowledge as context for new learning. e) Ask and answer questions about what is read.
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	<p>g) Identify the main idea.</p> <p>h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • set a purpose for reading. • use prior knowledge to predict information. • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. • explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text. • use titles and headings to generate ideas about the text. • skim text for section headings, bold type, and picture captions to help set a purpose for reading. • use print clues, such as bold type, italics, and underlining, to assist in reading. • use information from the text to make and revise predictions. • use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables). • use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions). • use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., first, second, next). • begin to skim text for information to answer specific questions. • use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: <ul style="list-style-type: none"> • personal experiences and the text; • the current text and other texts read; and • what is known about the topic and what is discovered in the new text. • determine the main idea. • identify the sequence of steps in functional text such as recipes or other sets of directions. • follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments). • ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how). • locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents). • begin to use knowledge of transition words (signal words) (e.g., first, next, and soon), to understand how information is organized. • organize information, using graphic organizers. • write responses to what they read. • reread as necessary to confirm and self-correct for word accuracy and comprehension.

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	<p>Essential Understanding</p> <ul style="list-style-type: none"> • demonstrate comprehension of nonfiction. • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - Locating Information to answer questions</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections Exploring Space with an Astronaut A Walk in the Desert Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity A Weed is a Flower Life Cycle of a Pumpkin Soil Red, White, and Blue Cowboys</p>
<p>Essential Vocabulary</p>	

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Reporting Category/Strand: Reading

SOL 2.10	The student will demonstrate comprehension of information in reference materials.
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • locate titles and page numbers, using a table of contents. • use a table of contents to locate information in content-area books. • interpret information presented in bar graphs, charts, and pictographs. • use dictionaries, glossaries, and indices to locate key facts or information. • consult reference materials as needed to spell, check spelling, and understand grade-appropriate words. • locate words in reference materials, using first, second, and third letter. • use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials). <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand how to locate information in simple reference materials.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - Comprehension of information in reference materials</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections Scarcity Carl the Complainer Bad Dog, Dodger Horace and Morris, but Mostly Delores</p>

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Essential Vocabulary	

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Days: Ongoing
Reporting Category/Strand: Writing

SOL 2.12a, 2.12b, 12c, 12d	<p>The student will write stories, letters, and simple explanations.</p> <p>a) Generate ideas before writing.</p> <p>b) Organize writing to include a beginning, middle, and end for narrative and expository writing.</p> <p>c) Expand writing to include descriptive detail.</p> <p>d) Revise writing for clarity.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • generate ideas and organize information before writing by: • participating in brainstorming activities; • making lists of information; • talking to classmates or teacher about what to write; and • using graphic organizers to plan their writing. • include a beginning, middle, and end in narrative and expository writing. • participate in shared research and writing projects. • write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. • write narratives describing events with details, sequence, and a closure. • stay on topic. • write complete sentences. • begin to compose paragraphs. • use adjectives to elaborate and expand simple sentences. • describe events, ideas, and personal stories with descriptive details. • use time-order words, such as first, next, then, and last, to sequence and organize their writing. • produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music). • strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details).

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	<ul style="list-style-type: none"> • consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries). • delete or add words to clarify meaning during the revising process. • avoid stringing ideas together with and or then. • begin to learn and use the writing domains of composing, written expression, and usage/mechanics. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that written communication should be well planned and clear to the reader.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - Writing ESS Sample Lesson Plans</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner Dear Juno Anansi Goes Fishing Rosa and Blanca</p>

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	<u>A Weed is a Flower</u> <u>A Froggy Fable</u> <u>Life Cycle of a Pumpkin</u> <u>Soil</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u>
Essential Vocabulary	

Marking Period: 1st nine weeks

Days: Ongoing

Reporting Category/Strand: Writing

SOL 2.13	<p>The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Recognize and use complete sentences. b) Use and punctuate declarative, interrogative, and exclamatory sentences. c) Capitalize all proper nouns and the word I. d) Use singular and plural nouns and pronouns. e) Use apostrophes in contractions and possessives. f) Use contractions and singular possessives. g) Use knowledge of simple abbreviations. h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
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	<p>i) Use commas in the salutation and closing of a letter.</p> <p>j) Use verbs and adjectives correctly in sentences.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • recognize and use complete sentences. • punctuate declarative, interrogative, and exclamatory sentences (e.g., period, question mark, exclamation point). • capitalize all proper nouns and words at the beginning of sentences. • capitalize the word I. • use singular and plural nouns and pronouns. • use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish). • use apostrophes to form contractions and common singular possessives. • identify simple abbreviations, including those for titles (e.g., Mr., Mrs., Ms., and Dr.), calendar words (e.g., Jan., Feb., Mon., Tue.), and address words (e.g., St., Rd.). • spell commonly used sight words, compound words, and regular plurals correctly. • use commas in the salutation (e.g., Dear Tyrell,) and closing (e.g., (Sincerely,) of a letter. • use verbs and adjectives correctly in sentences (e.g., The friendly girls talk loudly. The friendly girl talks loudly.). <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p>

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	<p>Literature Connections</p> <p><u>The Twin Club</u></p> <p><u>Exploring Space with an Astronaut</u></p> <p><u>Henry and Mudge and the Starry Night</u></p> <p><u>A Walk in the Desert</u></p> <p><u>The Strongest One</u></p> <p><u>Tara and Tiree, Fearless Friends</u></p> <p><u>Abraham Lincoln</u></p> <p><u>Scarcity</u></p> <p><u>The Bremen Town Musicians</u></p> <p><u>One Good Turn Deserves Another</u></p> <p><u>Pearl and Wagner</u></p> <p><u>Dear Juno</u></p> <p><u>Anansi Goes Fishing</u></p> <p><u>Rosa and Blanca</u></p> <p><u>A Weed is a Flower</u></p> <p><u>A Froggy Fable</u></p> <p><u>Life Cycle of a Pumpkin</u></p> <p><u>Soil</u></p> <p><u>The Night the Moon Fell</u></p> <p><u>The First Tortilla</u></p> <p><u>Fire Fighter!</u></p> <p><u>Carl the Complainer</u></p> <p><u>Bad Dog, Dodger</u></p> <p><u>Horace and Morris, but Mostly Delores</u></p> <p><u>The Signmaker's Assistant</u></p> <p><u>Just Like Josh Gibson</u></p> <p><u>Red, White, and Blue</u></p> <p><u>A Birthday Party for Tia</u></p> <p><u>Cowboys</u></p> <p><u>Grace for President</u></p>
Essential Vocabulary	

Marking Period: 1st nine weeks
Days: Ongoing
Reporting Category/Strand: Writing

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SOL 2.14	The student will use available technology for reading and writing.
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • use available technology and media for reading and writing, including in collaboration with peers. • use available technology to produce writing. • use available media for reading and writing. • ask and respond to questions about material presented through various media formats. <p>Essential Understanding</p> <ul style="list-style-type: none"> • use available technology for reading and writing
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity The Bremen Town Musicians One Good Turn Deserves Another</p>

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	<u>Pearl and Wagner</u> <u>Dear Juno</u> <u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Weed is a Flower</u> <u>A Froggy Fable</u> <u>Life Cycle of a Pumpkin</u> <u>Soil</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u>
Essential Vocabulary	

Marking Period: 2nd nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Language

SOL 2.1c	<p>The student will demonstrate an understanding of oral language structure.</p> <p>c) Use correct verb tenses in oral communication.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • demonstrate subject-verb agreement. • use more complex sentence structure with conjunctions, such as while, when, if, because, so, and but, when describing events and giving explanations. • speak in complete sentences when appropriate to task and situation to provide details and clarification. • begin to self-correct errors made when communicating orally.

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	<p>Essential Understanding</p> <ul style="list-style-type: none"> participate in group activities by creating oral stories using complex sentences and appropriate verb tenses.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - story retelling</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections Rosa and Blanca A Weed is a Flower</p>
<p>Essential Vocabulary</p>	

Marking Period: 2nd nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Language

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SOL 2.2a	The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies.
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • listen to and discuss a variety of texts. • use appropriate descriptive language to express ideas, opinions, and feelings. • use language to categorize objects, people, places, or events. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that specific vocabulary helps explain and clarify ideas.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - synonyms</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner Dear Juno</p>

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	<u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Weed is a Flower</u> <u>The First Tortilla</u> <u>The Signmaker's Assistant</u>
Essential Vocabulary	

Marking Period: 2nd nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Language

SOL 2.3	<p>The student will use oral communication skills.</p> <p>a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</p> <p>b) Share stories or information orally with an audience.</p> <p>c) Participate as a contributor and leader in a group.</p> <p>d) Retell information shared by others.</p> <p>e) Follow three- and four-step directions.</p> <p>f) Give three- and four-step directions.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led). • participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond). • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • follow rules for discussions and assigned group roles. • use proper pitch and volume. • speak clearly and distinctly. • share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details.

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	<ul style="list-style-type: none"> • select vocabulary and nonverbal expressions appropriate to purpose and audience. • express ideas clearly and in an organized manner. • contribute information, ask questions, clarify, gather additional information, retell, respond, or build on another person's idea in a small-group setting. • confer with small-group members about how to present information to the class. • carry out a specific group role, such as leader, recorder, materials manager, or reporter. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that oral communication can be used for a variety of purposes. • participate in group activities by sharing stories or information and by following and giving directions.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - Summarizing Story Events</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity The Bremen Town Musicians One Good Turn Deserves Another</p>

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Essential Vocabulary	

Marking Period: 2nd nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.5	The student will use phonetic strategies when reading and spelling.
Essential Knowledge/Skills/Understandings	Essential, Knowledge, Skills, and Processes <ul style="list-style-type: none"> • apply knowledge of consonants and consonant blends to decode and spell words. Essential Understanding <ul style="list-style-type: none"> • understand the need to apply phonetic strategies to decode and spell words
Essential Questions	

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Primary Resources

Textbook Correlations

Reading Street books 2.1 and 2.2, Units 1 - 6

Interactive Websites

[Reading Street Series \(Teacher Edition, Student Edition, and Resources\)](#)

[Brainpop](#)

Lesson Plans

[Reading Street Series](#)

[VDOE - Applying Phonemic Principles](#)

Videos

[Phonics in Context: Beginning, Middle, End](#)

[Language Arts: Listening and Speaking](#)

[Language Arts: Parts of Speech](#)

Literature Connections

[The Twin Club](#)

[Exploring Space with an Astronaut](#)

[Henry and Mudge and the Starry Night](#)

[A Walk in the Desert](#)

[The Strongest One](#)

[Tara and Tiree, Fearless Friends](#)

[Abraham Lincoln](#)

[Scarcity](#)

[The Bremen Town Musicians](#)

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[A Froggy Fable](#)

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	<u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u>
Essential Vocabulary	

Marking Period: 2nd nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.8, 2.8c, 2.8j	<p>The student will read and demonstrate comprehension of fictional texts.</p> <p>a) Make and confirm predictions.</p> <p>c) Ask and answer questions about what is read.</p> <p>j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • set a purpose for reading. • use prior knowledge to predict information, and to interpret pictures and diagrams. • use titles and headings to generate ideas about the text. • use information from the text to make predictions before, during and after reading. • use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions). • find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions). • determine the main idea or theme of paragraphs or stories. • use the framework of beginning, middle, and end to summarize and retell story events. • practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody. • pause at commas and periods during oral reading. • apply phonics, meaning clues, and language structure to decode words and increase fluency. <p>Essential Understanding</p>

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- understand that comprehension requires making, confirming and revising predictions.
- understand that they must attend to the details of the text in order to comprehend.

Essential Questions

Primary Resources

Textbook Correlations

Reading Street books 2.1 and 2.2, Units 1 - 6

Interactive Websites

[Reading Street Series \(Teacher Edition, Student Edition, and Resources\)](#)

[Brainpop](#)

Lesson Plans

[Reading Street Series](#)

[VDOE - Summarizing Story Events](#)

[VDOE - Main Idea or Theme](#)

Videos

[Phonics in Context: Beginning, Middle, End](#)

[Language Arts: Listening and Speaking](#)

[Language Arts: Parts of Speech](#)

Literature Connections

[The Twin Club](#)

[Exploring Space with an Astronaut](#)

[Henry and Mudge and the Starry Night](#)

[A Walk in the Desert](#)

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[Tara and Tiree, Fearless Friends](#)

[Abraham Lincoln](#)

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	<u>Life Cycle of a Pumpkin</u> <u>Soil</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u>
Essential Vocabulary	

Marking Period: 2nd nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.9h	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • reread as necessary to confirm and self-correct for word accuracy and comprehension. <p>Essential Understanding</p> <ul style="list-style-type: none"> • demonstrate comprehension of nonfiction. • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend.
Essential Questions	
Primary Resources	<p>Textbook Correlations</p> <p><i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p>

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	<p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections Exploring Space with an Astronaut A Walk in the Desert Abraham Lincoln Scarcity A Weed is a Flower Life Cycle of a Pumpkin Soil Fire Fighter! Red, White, and Blue</p>
Essential Vocabulary	

Marking Period: 2nd nine weeks
Days: Ongoing
Reporting Category/Strand: Writing

SOL 2.12b, 2.12c, 2.12d	<p>The student will write stories, letters, and simple explanations.</p> <p>b) Organize writing to include a beginning, middle, and end for narrative and expository writing.</p> <p>c) Expand writing to include descriptive detail.</p> <p>d) Revise writing for clarity.</p>
Essential	Essential, Knowledge, Skills, and Processes

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<p>Knowledge/Skills/Understandings</p>	<ul style="list-style-type: none"> • include a beginning, middle, and end in narrative and expository writing. • participate in shared research and writing projects. • write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. • write narratives describing events with details, sequence, and a closure. • stay on topic. • write complete sentences. • begin to compose paragraphs. • use adjectives to elaborate and expand simple sentences. • describe events, ideas, and personal stories with descriptive details. • use time-order words, such as first, next, then, and last, to sequence and organize their writing. • produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music). • strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details). • consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries). • delete or add words to clarify meaning during the revising process. • avoid stringing ideas together with and or then. • begin to learn and use the writing domains of composing, written expression, and usage/mechanics. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that written communication should be well planned and clear to the reader.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - Writing ESS Sample Lesson Plans</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p>

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	<p>Literature Connections</p> <p><u>The Twin Club</u></p> <p><u>Exploring Space with an Astronaut</u></p> <p><u>Henry and Mudge and the Starry Night</u></p> <p><u>A Walk in the Desert</u></p> <p><u>The Strongest One</u></p> <p><u>Tara and Tiree, Fearless Friends</u></p> <p><u>Abraham Lincoln</u></p> <p><u>Scarcity</u></p> <p><u>The Bremen Town Musicians</u></p> <p><u>One Good Turn Deserves Another</u></p> <p><u>Pearl and Wagner</u></p> <p><u>Dear Juno</u></p> <p><u>Anansi Goes Fishing</u></p> <p><u>Rosa and Blanca</u></p> <p><u>A Weed is a Flower</u></p> <p><u>A Froggy Fable</u></p> <p><u>Life Cycle of a Pumpkin</u></p> <p><u>Soil</u></p> <p><u>The Night the Moon Fell</u></p> <p><u>The First Tortilla</u></p> <p><u>Fire Fighter!</u></p> <p><u>Carl the Complainer</u></p> <p><u>Bad Dog, Dodger</u></p> <p><u>Horace and Morris, but Mostly Delores</u></p> <p><u>The Signmaker's Assistant</u></p> <p><u>Just Like Josh Gibson</u></p> <p><u>Red, White, and Blue</u></p> <p><u>A Birthday Party for Tia</u></p> <p><u>Cowboys</u></p> <p><u>Grace for President</u></p>
Essential Vocabulary	

Marking Period: 2nd nine weeks
Days: Ongoing

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Reporting Category/Strand: Writing

<p>SOL 2.13c, 2.13e, 2.13i</p>	<p>The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <p>c) Capitalize all proper nouns and the word I.</p> <p>e) Use apostrophes in contractions and possessives.</p> <p>i) Use commas in the salutation and closing of a letter.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • capitalize all proper nouns and words at the beginning of sentences. • capitalize the word I. • use apostrophes to form contractions and common singular possessives. • use commas in the salutation (e.g., Dear Tyrell,) and closing (e.g., (Sincerely,) of a letter. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert</p>

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Essential Vocabulary	

Marking Period: 3rd nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Language

SOL 2.2	The student will expand understanding and use of word meanings.
Essential	Essential, Knowledge, Skills, and Processes and Essential Knowledge

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Knowledge/Skills/Understandings	understand that specific vocabulary helps explain and clarify ideas.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - synonyms</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner Dear Juno Anansi Goes Fishing Rosa and Blanca A Weed is a Flower The First Tortilla The Signmaker's Assistant</p>
Essential Vocabulary	

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Marking Period: 3rd nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Language

<p>SOL 2.3</p>	<p>The student will use oral communication skills.</p> <p>a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</p> <p>b) Share stories or information orally with an audience.</p> <p>c) Participate as a contributor and leader in a group.</p> <p>d) Retell information shared by others.</p> <p>e) Follow three- and four-step directions.</p> <p>f) Give three- and four-step directions.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., one-on-one, small-group, teacher led). • participate in collaborative conversations for various purposes (e.g., to inform, to persuade, to entertain, to clarify, and to respond). • ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). • follow rules for discussions and assigned group roles. • use proper pitch and volume. • speak clearly and distinctly. • share and retell an experience or story to an audience in a logical order, with appropriate facts, and descriptive details. • select vocabulary and nonverbal expressions appropriate to purpose and audience. • express ideas clearly and in an organized manner. • contribute information, ask questions, clarify, gather additional information, retell, respond, or build on another person's idea in a small-group setting. • confer with small-group members about how to present information to the class. • carry out a specific group role, such as leader, recorder, materials manager, or reporter. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that oral communication can be used for a variety of purposes.

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- participate in group activities by sharing stories or information and by following and giving directions.

Essential Questions

Primary Resources

Textbook Correlations

Reading Street books 2.1 and 2.2, Units 1 - 6

Interactive Websites

[Reading Street Series \(Teacher Edition, Student Edition, and Resources\)](#)

[Brainpop](#)

Lesson Plans

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[The Bremen Town Musicians](#)

[One Good Turn Deserves Another](#)

[Pearl and Wagner](#)

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Essential Vocabulary	

Marking Period: 3rd nine weeks
Days: Ongoing
Reporting Category/Strand: Reading

SOL 2.5	The student will use phonetic strategies when reading and spelling.
Essential Knowledge/Skills/Understandings	Essential, Knowledge, Skills, and Processes <ul style="list-style-type: none"> • apply knowledge of consonants and consonant blends to decode and spell words. Essential Understanding <ul style="list-style-type: none"> • understand the need to apply phonetic strategies to decode and spell words
Essential Questions	
Primary Resources	Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i> Interactive Websites

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	<p>Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - Applying Phonemic Principles</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner</p>
Essential Vocabulary	

Marking Period: 3rd nine weeks
Days: Ongoing
Reporting Category/Strand: Reading

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SOL 2.6	<p>The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use information in the story to read words.</p> <p>b) Use knowledge of sentence structure.</p> <p>c) Use knowledge of story structure and sequence.</p> <p>d) Reread and self-correct.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • use meaning clues to support decoding. • use surrounding words in a sentence to determine the meaning of a word. • determine which of the multiple meanings of a word in context makes sense by using semantic clues. • use knowledge of word order, including subject, verb, and adjectives, to check for meaning. • use story structure, titles, pictures, and diagrams to check for meaning. • use phonetic strategies, semantic clues, and syntax to reread and self-correct. • reread to clarify meaning. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that they will use a variety of strategies to read unfamiliar words.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections Abraham Lincoln</p>

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Essential Vocabulary	

Marking Period: 3rd nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.7b, 2.7c	<p>The student will expand vocabulary when reading.</p> <p>b) Use knowledge of prefixes and suffixes.</p> <p>c) Use knowledge of antonyms and synonyms.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • use common prefixes and suffixes to decode words. • determine the meaning of words when a known prefix is added to a known word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall). • supply synonyms and antonyms for a given word. • use knowledge of antonyms when reading (e.g., hot/cold, fast/slow, first/last). • use knowledge of synonyms when reading (e.g., small/little, happy/glad). <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that their knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can help them • read unfamiliar words.
Essential Questions	
Primary Resources	<p>Textbook Correlations</p> <p><i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p>

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	<p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - synonyms</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections Life Cycle of a Pumpkin Soil The First Tortilla Fire Fighter!</p>
Essential Vocabulary	

Marking Period: 3rd nine weeks
Days: Ongoing
Reporting Category/Strand: Reading

SOL 2.8j	<p>The student will read and demonstrate comprehension of fictional texts.</p> <p>j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody. • pause at commas and periods during oral reading. • apply phonics, meaning clues, and language structure to decode words and increase fluency. <p>Essential Understanding</p>

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- understand that comprehension requires making, confirming and revising predictions.
- understand that they must attend to the details of the text in order to comprehend.

Essential Questions

Primary Resources

Textbook Correlations

Reading Street books 2.1 and 2.2, Units 1 - 6

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Essential Vocabulary	

Marking Period: 3rd nine weeks

Days: Ongoing

Reporting Category/Strand:

SOL 2.9h	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • reread as necessary to confirm demonstrate comprehension of nonfiction. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend. • and self-correct for word accuracy and comprehension.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p>

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	<p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections</p> <p>Exploring Space with an Astronaut A Walk in the Desert Abraham Lincoln Scarcity A Weed is a Flower Life Cycle of a Pumpkin Soil Fire Fighter! Red, White, and Blue</p>
Essential Vocabulary	

Marking Period: 3rd nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.10c	<p>The student will demonstrate comprehension of information in reference materials.</p> <p>c) Use dictionaries, glossaries, and indices.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • use dictionaries, glossaries, and indices to locate key facts or information. • consult reference materials as needed to spell, check spelling, and understand grade-appropriate words. • alphabetize words to the second and third letter. • locate words in reference materials, using first, second, and third letter. • locate guide words, entry words, and definitions in dictionaries and indices.

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	<ul style="list-style-type: none"> • use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials). <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand how to locate information in simple reference materials.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series Comprehension of information in Reference Materials</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections <u>Scarcity</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u></p>
Essential Vocabulary	

Marking Period: 3rd nine weeks
Days: Ongoing
Reporting Category/Strand: Writing

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SOL 2.11	The student will maintain legible printing and begin to make the transition to cursive.
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • write legibly. • space words in sentences. • space sentences in writing. • learn basic strokes for cursive. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that legible printing is an important tool of written communication.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources)</p> <p>Lesson Plans Reading Street Series Cursive Writing Worksheet Templates</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections</p>
Essential Vocabulary	

Marking Period: 3rd nine weeks
Days: Ongoing
Reporting Category/Strand: Writing

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SOL 2.12 a - d	<p>The student will write stories, letters, and simple explanations.</p> <p>a) Generate ideas before writing.</p> <p>b) Organize writing to include a beginning, middle, and end for narrative and expository writing.</p> <p>c) Expand writing to include descriptive detail.</p> <p>d) Revise writing for clarity.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • generate ideas and organize information before writing by: • participating in brainstorming activities; • making lists of information; • talking to classmates or teacher about what to write; and • using graphic organizers to plan their writing. • include a beginning, middle, and end in narrative and expository writing. • participate in shared research and writing projects. • write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement. • write narratives describing events with details, sequence, and a closure. • stay on topic. • write complete sentences. • begin to compose paragraphs. • use adjectives to elaborate and expand simple sentences. • describe events, ideas, and personal stories with descriptive details. • use time-order words, such as first, next, then, and last, to sequence and organize their writing. • produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music). • strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details). • consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries). • delete or add words to clarify meaning during the revising process. • avoid stringing ideas together with and or then. • begin to learn and use the writing domains of composing, written expression, and usage/mechanics. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that written communication should be well planned and clear to the reader.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p>

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Interactive Websites

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Lesson Plans

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[VDOE - Writing ESS Sample Lesson Plans](#)

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Essential Vocabulary	

Marking Period: 3rd nine weeks
Days: Ongoing
Reporting Category/Strand: Writing

SOL 2.13h	<p>The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <p>h) Use correct spelling for commonly used sight words, including compound words and regular plurals.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • spell commonly used sight words, compound words, and regular plurals correctly. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos</p>

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Essential Vocabulary

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Marking Period: 4th nine weeks

Days: Ongoing

Reporting Category/Strand: Oral Reading

SOL 2.2	The student will expand understanding and use of word meanings.
Essential Knowledge/Skills/Understandings	Essential, Knowledge, Skills, and Processes and Essential Knowledge understand that specific vocabulary helps explain and clarify ideas.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>VDOE - synonyms</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity</p>

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	<p><u>The Bremen Town Musicians</u> <u>One Good Turn Deserves Another</u> <u>Pearl and Wagner</u> <u>Dear Juno</u> <u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Weed is a Flower</u> <u>A Froggy Fable</u> <u>Life Cycle of a Pumpkin</u> <u>Soil</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u></p>
Essential Vocabulary	

Marking Period: 4th nine weeks
Days: Ongoing
Reporting Category/Strand: Reading

SOL 2.5b, 2.5c	<p>The student will use phonetic strategies when reading and spelling.</p> <p>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</p> <p>c) Decode regular multisyllabic words.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • apply knowledge of the consonant-vowel patterns, such as CV (e.g., go), VC (e.g., in) , CVC (e.g., pin),

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	<p>CVCE (e.g., take), CVVC (e.g., wait), and CVCC (e.g., wind), to decode and spell words.</p> <ul style="list-style-type: none"> • apply knowledge of r-controlled vowel patterns to decode and spell words. • read regularly spelled one- and two-syllable words automatically. • decode regular multisyllabic words. • use phonetic strategies and context to self-correct for comprehension. • decode words with common prefixes and suffixes. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand the need to apply phonetic strategies to decode and spell words.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>VDOE - Applying Phonemic Principles</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner Dear Juno</p>

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Essential Vocabulary	

Marking Period: 4th nine weeks

Days: Ongoing

Reporting Category/Strand: Reading

SOL 2.6	<p>The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use information in the story to read words.</p> <p>b) Use knowledge of sentence structure.</p> <p>c) Use knowledge of story structure and sequence.</p> <p>d) Reread and self-correct.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • use meaning clues to support decoding.

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	<ul style="list-style-type: none"> • use surrounding words in a sentence to determine the meaning of a word. • determine which of the multiple meanings of a word in context makes sense by using semantic clues. • use knowledge of word order, including subject, verb, and adjectives, to check for meaning. • use story structure, titles, pictures, and diagrams to check for meaning. • use phonetic strategies, semantic clues, and syntax to reread and self-correct. • reread to clarify meaning. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that they will use a variety of strategies to read unfamiliar words.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends Abraham Lincoln Scarcity The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner Dear Juno</p>

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Essential Vocabulary	

Marking Period: 4th nine weeks
Days: Ongoing
Reporting Category/Strand: Reading

SOL 2.8e, 2.8i, 2.8j	<p>The student will read and demonstrate comprehension of fictional texts.</p> <p>e) Describe characters, setting, and important events in fiction and poetry.</p> <p>i) Draw conclusions based on the text.</p> <p>j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • describe a character's traits, feelings, and actions as presented in a story or poem. • describe how characters in a story or poem respond to key events. • write responses to what they read (e.g., response logs, write the story with a new ending). • practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody.

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	<ul style="list-style-type: none"> • pause at commas and periods during oral reading. • apply phonics, meaning clues, and language structure to decode words and increase fluency. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend.
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series VDOE - Summarizing Story Events VDOE - Drawing Conclusions</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Henry and Mudge and the Starry Night The Strongest One Tara and Tiree, Fearless Friends The Bremen Town Musicians One Good Turn Deserves Another Pearl and Wagner Dear Juno Anansi Goes Fishing Rosa and Blanca A Froggy Fable The Night the Moon Fell The First Tortilla</p>

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	<u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u>
Essential Vocabulary	

Marking Period: 4th nine weeks
Days: Ongoing
Reporting Category/Strand: Reading

SOL 2.9h	<p>The student will read and demonstrate comprehension of nonfiction texts.</p> <p>h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • reread as necessary to confirm demonstrate comprehension of nonfiction. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend. • and self-correct for word accuracy and comprehension.
Essential Questions	
Primary Resources	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p>

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	<p>Lesson Plans Reading Street Series VDOE - Comprehending Nonfiction</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections Exploring Space with an Astronaut A Walk in the Desert Abraham Lincoln Scarcity A Weed is a Flower Life Cycle of a Pumpkin Soil Fire Fighter! Red, White, and Blue</p>
Essential Vocabulary	

Marking Period: 4th nine weeks
Days: Ongoing
Reporting Category/Strand: Writing

SOL 2.12a - d	<p>The student will write stories, letters, and simple explanations.</p> <p>a) Generate ideas before writing.</p> <p>b) Organize writing to include a beginning, middle, and end for narrative and expository writing.</p> <p>c) Expand writing to include descriptive detail.</p> <p>d) Revise writing for clarity.</p>
Essential Knowledge/Skills/Understandings	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • generate ideas and organize information before writing by:

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- participating in brainstorming activities;
 - making lists of information;
 - talking to classmates or teacher about what to write; and
 - using graphic organizers to plan their writing.
 - include a beginning, middle, and end in narrative and expository writing.
 - participate in shared research and writing projects.
 - write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement.
 - write narratives describing events with details, sequence, and a closure.
 - stay on topic.
 - write complete sentences.
 - begin to compose paragraphs.
 - use adjectives to elaborate and expand simple sentences.
 - describe events, ideas, and personal stories with descriptive details.
 - use time-order words, such as first, next, then, and last, to sequence and organize their writing.
 - produce, and expand complete simple and compound sentences (e.g., The girl listened to the music; The little girl listened to the loud music).
 - strengthen writing as needed by revising writing for clarity (e.g., sentences begin with capital letters and end with punctuation, writing stays on topic, writing includes details).
 - consult beginning reference materials, to check and correct spelling (e.g., beginning dictionaries).
 - delete or add words to clarify meaning during the revising process.
 - avoid stringing ideas together with and or then.
 - begin to learn and use the writing domains of composing, written expression, and usage/mechanics.
- Essential Understanding**
- understand that written communication should be well planned and clear to the reader.

Essential Questions

Primary Resources

Textbook Correlations

Reading Street books 2.1 and 2.2, Units 1 - 6

Interactive Websites

[Reading Street Series \(Teacher Edition, Student Edition, and Resources\)](#)

[Brainpop](#)

Lesson Plans

[Reading Street Series](#)

[VDOE - Writing ESS Sample Lesson Plans](#)

Videos

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	<p><u>Phonics in Context: Beginning, Middle, End</u> <u>Language Arts: Listening and Speaking</u> <u>Language Arts: Parts of Speech</u></p> <p>Literature Connections <u>The Twin Club</u> <u>Exploring Space with an Astronaut</u> <u>Henry and Mudge and the Starry Night</u> <u>A Walk in the Desert</u> <u>The Strongest One</u> <u>Tara and Tiree, Fearless Friends</u> <u>Abraham Lincoln</u> <u>Scarcity</u> <u>The Bremen Town Musicians</u> <u>One Good Turn Deserves Another</u> <u>Pearl and Wagner</u> <u>Dear Juno</u> <u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Weed is a Flower</u> <u>A Froggy Fable</u> <u>Life Cycle of a Pumpkin</u> <u>Soil</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u></p>
Essential Vocabulary	

Marking Period: 4th nine weeks

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Days: Ongoing

Reporting Category/Strand: Writing

<p>SOL 2.13e, 2.13h</p>	<p>The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <p>e) Use apostrophes in contractions and possessives.</p> <p>h) Use correct spelling for commonly used sight words, including compound words and regular plurals.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Essential, Knowledge, Skills, and Processes</p> <ul style="list-style-type: none"> • use apostrophes to form contractions and common singular possessives. • spell commonly used sight words, compound words, and regular plurals correctly. <p>Essential Understanding</p> <ul style="list-style-type: none"> • understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing
<p>Essential Questions</p>	
<p>Primary Resources</p>	<p>Textbook Correlations <i>Reading Street books 2.1 and 2.2, Units 1 - 6</i></p> <p>Interactive Websites Reading Street Series (Teacher Edition, Student Edition, and Resources) Brainpop</p> <p>Lesson Plans Reading Street Series</p> <p>Videos Phonics in Context: Beginning, Middle, End Language Arts: Listening and Speaking Language Arts: Parts of Speech</p> <p>Literature Connections The Twin Club Exploring Space with an Astronaut Henry and Mudge and the Starry Night A Walk in the Desert The Strongest One Tara and Tiree, Fearless Friends</p>

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	<p><u>Abraham Lincoln</u> <u>Scarcity</u> <u>The Bremen Town Musicians</u> <u>One Good Turn Deserves Another</u> <u>Pearl and Wagner</u> <u>Dear Juno</u> <u>Anansi Goes Fishing</u> <u>Rosa and Blanca</u> <u>A Weed is a Flower</u> <u>A Froggy Fable</u> <u>Life Cycle of a Pumpkin</u> <u>Soil</u> <u>The Night the Moon Fell</u> <u>The First Tortilla</u> <u>Fire Fighter!</u> <u>Carl the Complainer</u> <u>Bad Dog, Dodger</u> <u>Horace and Morris, but Mostly Delores</u> <u>The Signmaker's Assistant</u> <u>Just Like Josh Gibson</u> <u>Red, White, and Blue</u> <u>A Birthday Party for Tia</u> <u>Cowboys</u> <u>Grace for President</u></p>
Essential Vocabulary	