

*Communication Arts*  
*Second Grade*

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>Essential Questions:</b>	How do readers construct meaning from text? (on-going)	Why do I write to inform? Who is my audience? Unit 2	Why do I write to inform? Who is my audience? Unit 2	
	How does reading both fiction and non-fiction enhance your life? (on-going)			
	What do you think about while you read? (on-going)			
	How can becoming a good seeker, reader and listener of informational text improve my life? (on-going)			
<b>Content/ Units:</b>	Unit 1: There are different kinds of communities.  Frogs/Life Cycles Adaptations	Unit 1: There are different kinds of communities. Unit 2: Nature Can Teach Us Many Things  Imogene Antlers/Horns and Antlers/Fall  Nocturnal Animals	Unit 2: Nature Can Teach Us Many Things  Unit 3: We Learn From Each Other  Long Way to New Land Immigration Molly's Pligrim  Landforms/continents	Unit 3: We Learn From Each Other  Celebrations/Traditions

<p><b>Standards/ Skills</b></p>	<ul style="list-style-type: none"> <li>• Answer and ask questions: who, what, where, when and why. (on-going)</li> <li>• Describe how words and phrases supply rhythm and meaning of a story, poem, or song. (on-going)</li> <li>• Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action. (ongoing Unit 1-4)</li> <li>• Differences in points of view</li> <li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (on-going)</li> <li>• Understand key details in a text (on-going)</li> <li>• Main topic of multi-paragraph text (on-going)</li> <li>• Compare and contrast the most important points present by two texts on the same topic.</li> <li>• Read and comprehend informational texts (on-going)</li> <li>• Know and apply grade level phonics and word analysis skills in decoding words (on-going)</li> <li>• Distinguish long and short vowels (on-going)</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Read with sufficient accuracy and fluency to support comprehension. (on-going)</li> <li>• Read with purpose and understanding. (on-going)</li> <li>• Read text orally with accuracy, rate, and expression. (on-going)</li> <li>• Use context to self-correct word recognition and understanding. (on-going)</li> <li>• Write narratives in which they</li> </ul>	<ul style="list-style-type: none"> <li>• Differences in points of view</li> <li>• Know and use various text features to locate key facts or information in a text efficiently. (Unit 2-6)</li> <li>• Identify the main purpose of a text (2-6)</li> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.</li> <li>• Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (Unit 2)</li> <li>• With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (on-going)</li> <li>• Subjects and predicates</li> <li>• Simple sentences</li> <li>• Types of sentences</li> <li>• Nouns</li> <li>• Singular/Plural Nouns</li> <li>• Proper Nouns</li> <li>• Verbs</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words</li> <li>• Use glossaries and beginning dictionaries both print and digital to determine or clarify the meaning of words and phrases. (on-going)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Distinguish spelling-sound correspondences for additional common vowel teams. (unit 3-6)</li> <li>• Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</li> <li>• Use a variety of digital tools to produce and publish writing. (on-going)</li> <li>• Proper Nouns</li> <li>• Verbs</li> <li>• Verbs in present, past, future</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how characters in a story respond to major events and challenges.</li> <li>• Differences in points of view.</li> <li>• Compound Sentences</li> <li>• Quotation marks</li> <li>• Abbreviations</li> <li>• Determine the meaning of the new word formed when a know prefix is added to the root word.</li> <li>• Use a know root word as a clue to the meaning of an unknown word with the same root.</li> </ul>

	<p>recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide a sense of closure.</p> <ul style="list-style-type: none"> <li>• Comprehension and collaboration. (on-going)</li> <li>• Presentation of Knowledge and Ideas (on-going)</li> <li>• Conventions of Standard English (on-going)</li> <li>• Knowledge of language</li> </ul>			
<b>Products/ Assessments</b>	<p>Regular Classroom Assessment Observations Checklists Discussions</p>	<p>Regular Classroom Assessment Observations Checklists Discussions</p>	<p>Regular Classroom Assessment Observations Checklists Discussions</p>	<p>Regular Classroom Assessment Observations Checklists Discussions</p>

	<b>January</b>	<b>February</b>	<b>March</b>	<b>April/ May</b>
<b>Essential Questions:</b>	Why do we conduct research?		Why do I write to inform? Who is my audience?Unit 5	How do the lessons of stories apply to your life?
				How do I know if my opinions and reasons will convince a reader to agree with me?
				Why do I write to inform? Who is my audience?Unit 5
				Why do we conduct research?
<b>Content/ Units:</b>	Unit 4: We Can All Make A Difference  Arctic Animals	Unit 4: We Can All Make A Difference Unit 5:Living Things Can Change Lives  Presidents/Historical Figures/Valentines  Pandas/Asia Chinese New Year	Unit 5: Living Things Can Change Lives  Amelia Bedelia/Idioms Homophones Fairy Tales/Ugly Duckling	Unit 5:  Unit 6: A Surprise Can Change Your Life Fairy Tales Unit Birds Desert Animals
<b>Standards/ Skills</b>	<ul style="list-style-type: none"> <li>Describe how characters in a story respond to major events and challenges.</li> <li>Differences in points of view</li> <li>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>Recount stories, including fables and folktales from diverse cultures, including American Indian stories and determine their central message, lesson, or moral. (on-going)</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> <li>Write informative/explanatory</li> </ul>	<ul style="list-style-type: none"> <li>Describe how reasons support specific points the author makes in a text.</li> <li>Describe how characters in a story respond to major events and challenges.</li> <li>Compare and contrast two or more the same story.</li> <li>Compare and contrast the most important points presented by</li> </ul>

	<p>temporal words to signal event order and provide a sense of closure. (on-going through unit 4)</p> <ul style="list-style-type: none"> <li>• Research to build present knowledge. (on-going)</li> <li>• Subject/verb agreement</li> <li>• Commas in dates and places</li> <li>• Commas in a series</li> <li>• Demonstrate understanding of word relationships and nuances in word meanings (unit 4 and 5)</li> <li>• Identify real-life connections between words and their use</li> </ul>		<p>texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (Unit 2)</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase</li> </ul>	<p>two texts on the same topic.</p> <ul style="list-style-type: none"> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Decode words with common prefixes and suffixes.</li> <li>• Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</li> <li>• Contractions</li> <li>• Possessive Nouns</li> <li>• Possessive Pronouns</li> <li>• Determine or clarify the meaning of unknown and multiple meaning words and phrases</li> <li>• Use a know root word as a clue to the meaning of an unknown word with the same root.</li> </ul>
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