

# LOGAN COUNTY SCHOOLS

## ELA Scope and Sequence

### Second Grade

Darla Brumfield  
Melissa Graham  
Robin Kulchuk  
Sherri McDonald  
Angela Sutter  
Phyllis Thompson

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 1</b> September  Narrative Story Structure	ELA.2.R.C1.1 ELA.2.R.C1.3 ELA.2.R.C1.4 ELA.2.R.C2.2 ELA.2.R.C2.3 ELA.2.R.C3.1 ELA.2.R.C4.1 ELA.2.SL.C13.1 ELA.2.R.C13.2	<ul style="list-style-type: none"> <li>•Develop an understanding of characters, settings or plots</li> <li>•Ask and answer who, what, when, why and how questions</li> <li>•Character response to events and challenges</li> <li>•Describe story structure (beginning, middle, end)</li> <li>•Acknowledge points of vies</li> <li>•Read and comprehend literature</li> <li>•By end of year, read and comprehend literature; participate in collaborative conversations; recount or describe key ideas or details</li> </ul>	ELA.2.R.C7.1: Phonics ELA.2.R.C8.1: Fluency ELA.2.W.C9.3: Sentences ELA.2.L.C15.1: Nouns ELA.2.L.C15.2: Uses conventions of standard English	1. Demonstrate understanding of key ideas using the “wh” questions. 2. Identify characters, setting and plots 3. identify nouns 4. Write complete sentences 5. Recognizes begin and ending of story

**Assessment:**

Mid-Unit: \_\_\_\_\_  
End-of-Unit: \_\_\_\_\_

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<b>Unit 2</b> October  Sequence of Narratives	ELA.2.R.C2.2 ELA.2.R.C4.1 ELA.2.W.C9.3 ELA.2.SL.C13.2	<ul style="list-style-type: none"> <li>•Write narratives and recount a well-elaborated event or short sequence of events.</li> <li>•Describe the overall structure of a story</li> <li>•By end of year, read and comprehend literature</li> <li>•Ask and answers questions about what a speaker says</li> </ul>	ELA.2.R.C7.1: Phonics ELA.2.R.C8.1: Fluency ELA.2.L.C15.1: Nouns/Verbs ELA.2.SL.C14.3: Sentences/paragraphs ELA.2.R.C1.1: Ask “wh” questions ELA.2.L.C15.2: Uses conventions of standard English	1. Identify the sequence of a story 2. Identify nouns/verbs 3. Identify beginning and ending of a story 4. Create sentences

**Assessment:**

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<b>Unit 3</b> November  Narrative Fables and Folktales	ELA.2.R.C1.2 ELA.2.R.C4.1 ELA.2.W.C9.1	<ul style="list-style-type: none"> <li>•Recount stories (fables and folktales) from diverse cultures</li> <li>•Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points and provide a concluding statement</li> <li>•By end of year, read and comprehend literature</li> </ul>	ELA.2.R.C1.1: Ask "wh" questions ELA.2.R.C7.1: Phonics ELA.2.R.C8.1: Fluency ELA.2.L.C14.3: Paragraphs ELA.2.L.C15.1: Verbs ELA.2.L.C15.2: Uses conventions of standard English	

**Assessment:**

Mid-Unit: \_\_\_\_\_

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Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 4</b> December  Compare and Contrast Narrative Literature	ELA.2.R.C3.2 ELA.2.R.C4.3	<ul style="list-style-type: none"> <li>•Compare and contrast two or more versions of the same story</li> <li>•By end of year, read and comprehend literature</li> </ul>	ELA.2.R.C1.1: Ask "wh" questions ELA.2.R.C7.1: Phonics ELA.2.R.C8.1: Fluency ELA.2.L.C14.3: Paragraph ELA.2.L.C15.1: Verbs /adjectives ELA.2.L.C15.2: Uses conventions of standard English	

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<b>Unit 5</b> January  Narrative January Poetry	ELA.2.R.C2.1 ELA.2.SL.C14.2 ELA.2.R.D.4.1 ELA.2.SL.C14.1	<ul style="list-style-type: none"> <li>Describe how words and phrases, in literary text supply rhythm and meaning in a story poem or song</li> <li>Create audio recordings of stories or poems</li> <li>By end of year, read and comprehend literature</li> <li>Tell a story or recount an experience with appropriate facts and relevant details</li> </ul>	ELA.2.R.C1.1: Phonics ELA.2.R.C8.1: Fluency ELA.2.L.C15.1: Adjectives ELA.2.R.C1.1: Ask "wh" questions ELA.2.L.C14.3: Paragraph ELA.2.L.C15.2: Uses conventions of standard English	

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 6</b> February  Informational Historical Events	ELA.2.R.C1.4 ELA.2.R.C1.6 ELA.2.R.C4.2	<ul style="list-style-type: none"> <li>Ask and answer such questions as who, what, where, when and how to demonstrate understanding</li> <li>Describe the connections between a series of historical events</li> <li>By the end of year, read and comprehend informational text</li> </ul>	ELA.2.R.C1.1: Phonics ELA.2.R.C8.1: Fluency ELA.2.L.C15.1: Adjectives ELA.2.R.C1.1: Ask "wh" questions ELA.2.L.C14.3: Paragraph ELA.2.L.C15.2: Uses conventions of standard English	

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Unit 7 March  Informational Main topic Purpose	ELA.2.R.C1.5 ELA.2.R.C2.6 ELA.2.R.C3.4	<ul style="list-style-type: none"> <li>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within informational text</li> <li>Identify the main purpose of informational text</li> <li>describe how reasons supports specific points the author makes</li> <li>By the end of the year, read and comprehend informational text</li> </ul>	<u>ELA.2.R.C1.1</u> : Phonics <u>ELA.2.R.C8.1</u> : Fluency <u>ELA.2.L.C15.1</u> : Adjectives <u>ELA.2.R.C1.1</u> : Ask "wh" questions <u>ELA.2.L.C14.3</u> : Paragraph <u>ELA.2.L.C15.2</u> : Uses conventions of standard English	

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Mid-Unit: \_\_\_\_\_

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Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
Unit 8 April  Steps in an informational Test (life cycles)	ELA.2.R.C1.4 ELA.2.R.C1.6 ELA.2.R.C2.4 ELA.2.R.C2.5 ELA.2.R.C3.3 ELA.2.W.C9.2 ELA.2.R.C4.2	<ul style="list-style-type: none"> <li>Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding</li> <li>Describe the connection between a series of scientific ideas or steps in an informational test</li> <li>Determine the meaning of words and phrases relevant to subject areas</li> <li>Know and use various text features to locate key facts or information (subheadings, captions etc.)</li> <li>Write informative/explanatory texts in which they introduce a topic, use facts, and definitions to point out and provide a concluding statement</li> <li>Explain how specific images (diagrams) contribute to and clarify informational text</li> <li>By the end of year, read and comprehend informational text</li> </ul>	<u>ELA.2.R.C1.1</u> : Phonics <u>ELA.2.R.C8.1</u> : Fluency <u>ELA.2.L.C15.1</u> : Expand /rearrange sentences <u>ELA.2.R.C1.1</u> : Ask "wh" questions <u>ELA.2.L.C14.3</u> : Paragraph <u>ELA.2.L.C15.2</u> : Uses conventions of standard English	

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<b>Unit 9</b> May  Compare and contrast Informational Text	ELA.2.R.C3.5 ELA.2.R.C4.2	<ul style="list-style-type: none"> <li>Compare and contrast the most important points presented by two informational texts on the same topic</li> <li>By the end of year, read and comprehend informational text</li> </ul>	ELA.2.R.C1.1: Phonics ELA.2.R.C8.1: Fluency ELA.2.L.C15.1: ELA.2.R.C1.1: Ask "wh" questions ELA.2.L.C14.3: Paragraph ELA.2.L.C15.2: Uses conventions of standard English	

**Assessment:**

Mid-Unit: \_\_\_\_\_

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Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 10</b> June  Informational Research	ELA.2.W.C11.1 ELA.2.W.C11.2 ELA.2.W.C10.2 ELA.2.W.C.10.3 ELA.2.W.C9.2 ELA.2.R.C4.2	<ul style="list-style-type: none"> <li>Participate in shared research and writing projects</li> <li>Recall information from experience or gather information for provided sources</li> <li>With guidance and support from adults and peers, focus on a topic strengthen writing by revising and editing</li> <li>With guidance and support from adults, us a variety of digital tools to produce and publish writing</li> <li>Write informative/explanatory texts in which they introduce a topic use facts and definitions to develop a concluding statement</li> <li>By the end of the ear, read and comprehend informational text</li> </ul>	ELA.2.R.C1.1: Phonics ELA.2.R.C8.1: Fluency ELA.2.L.C15.1: ELA.2.R.C1.1: Ask "wh" questions ELA.2.L.C14.3: Paragraph ELA.2.L.C15.2: Uses conventions of standard English	

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Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

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