

Norwalk – La Mirada Unified School District
2020-2021 ELA Curriculum Map – 2nd Grade

Trimester 1 (8/13-10/30) 55 days		Trimester 2 (11/2-2/19) 59 days				Trimester 3 (2/22-6/2) 66 days					
Benchmark Advance Reading Units											
<p>Review and Routines for beginning the school year (approximately 10 days select from the 20 days provided in Benchmark TRS.)</p> <p>Benchmark Booster Unit: Taught in conjunction with R & R unit and Unit 1</p> <p>Unit 1: Government at Work: Essential question: Why do we need a government?</p> <p>Unit 2: Characters Facing Challenges: Essential question: What can we learn when we face problems?</p>		<p>Unit 3: Plants and Animals In Their Habitats - Essential question: Why do living things change?</p> <p>Unit 4: Stories Many Characters, Many Points of View - Essential question: How can a story change depending on who tells it?</p> <p>Unit 5: Solving Problems Through Technology - Essential question: Where do ideas for inventions come from?</p> <p>Unit 6: Tales to Live By - Essential question: What can different cultures teach us?</p>				<p>Unit 7: Investigating the past - Essential question: How does understanding the past shape the future?</p> <p>Unit 8: Wind and Water Change Earth - Essential question: How do we react to changes in nature?</p> <p>Unit 9: Buyers and Sellers - Essential question: How do the goods we make, buy, and sell connect us?</p> <p>Unit 10: States of Matter - Essential question: How can something old become new?</p>					
Writing Units											
O p t i o n 1	Benchmark Advance review and routines shared writing lessons – Select 10 from the 20 days provided	<p>Weeks 1 & 3: Inf/expl lessons from Calkins unit 2 (teacher selected)</p> <p>Week 2: Benchmark Advance <u>informative</u> writing mini-lessons</p>	<p>Weeks 1 & 2: Opinion lessons from Calkins unit 3 (teacher selected)</p> <p>Week 3: BA <u>opinion</u> writing mini-lessons</p>	<p>Week 1: Benchmark <u>narrative</u> writing research skills mini-lessons</p> <p>Weeks 2 & 3: Narrative lessons from Calkins unit 1 (teacher selected)</p>	<p>Weeks 1 & 2: Opinion lessons from Calkins unit 3 (teacher selected)</p> <p>Week 3: BA <u>opinion</u> writing mini-lessons</p>	<p>Week 1: BA <u>narrative</u> writing mini-lessons</p> <p>Weeks 2 & 3: Narrative lessons from Calkins unit 1 (teacher selected)</p>	<p>Weeks 1 & 2: Opinion lessons from Calkins unit 3 (teacher selected)</p> <p>Week 3: BA <u>opinion</u> writing research skills mini-lessons</p>	<p>Week 1: BA <u>informative</u> writing mini-lessons</p> <p>Weeks 2 & 3: Inf/expl lessons from Calkins unit 2 (teacher selected)</p>	<p>Weeks 1-3 BA informative/explanatory independent/peer research mini-lessons</p> <p><u>Opinion</u> writing assessed @ end of unit 9</p>	<p>Weeks 1-3 BA narrative independent/peer research mini-lessons</p> <p><u>Informative/Explanatory</u> assessed @ end of unit 10</p>	
O p t i o n 2	<p>Writing Workshop: Lessons from the Masters: Improving Narrative Writing (Calkins narrative unit 1: 19 sessions)</p> <p>Benchmark writing mini-lessons that match unit assessment:</p> <ul style="list-style-type: none"> Unit 1/week 2 mini-lessons (inform/explanatory) Unit 2/week 3 mini-lessons (opinion) 	<p>Writing Workshop: Lab Reports and Science Books (Calkins Informative/explanatory unit 2: 19 sessions)</p> <p>Benchmark writing mini-lessons that match unit assessment:</p> <ul style="list-style-type: none"> Unit 3/week 2 mini-lessons (inform/expl.) Unit 4/week 3 mini-lessons (opinion) 		<p>Writing Workshop: Writing About Reading (Calkins opinion unit 3: 19 sessions)</p> <p>Benchmark writing mini-lessons that match unit assessment:</p> <ul style="list-style-type: none"> Unit 5/week 1 mini-lessons (narrative) Unit 6/week 3 mini-lessons (opinion) Unit 7/week 1 (mini-lessons informative/explanatory) <p style="text-align: center;">May continue into trimester 3.</p>		<p>Benchmark writing mini-lessons:</p> <ul style="list-style-type: none"> Unit 8/all 3 weeks' informative/explanatory mini-lessons Unit 9/all 3 weeks' narrative mini-lessons Unit 10 /all 3 weeks' opinion mini-lessons 					

Underline indicates type of writing addressed in the end of unit assessment

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In early 2020, the District assessment team, comprised of teachers from every elementary school, had just begun to focus their work on identifying district ELA essential learnings (work we hope to resume during the 2020-21 school year). As a result of the delay, we have temporarily needed to look to an outside resource for recommendations as we strive to prioritize instruction during distance learning and throughout this upcoming school year. These are the research-based recommendations from *Achieve the Core that best reflect the fundamentals of literacy research.

We know that not all content in a given grade can be emphasized equally. Some standards require greater emphasis than others based on the literacy research about what matters most and the time and practice that they take to develop. They suggest that these two literacy components of a text-centered, rich ELA/literacy classroom experience lead the way to identifying the major work of ELA/literacy instruction across the grades:

- Students should spend lots of time actively reading content-rich, complex text. Close reading of complex text is concentrated, demanding work that helps students discover how to learn from reading (and grow their knowledge, vocabulary, and understanding of syntax).
- Students should have a volume of reading to build knowledge and be exposed to academic language in the content areas. That volume of reading needs to be at a range of complexity levels so every student can read with minimal or no teacher support. 50% of this volume should be with information-rich text, either full-length books or conceptually connected shorter texts (groups of texts that cohere together to create a picture of a topic).

In grades K–12, these instructional practices are best exemplified by 14 CCR standards – CCSS **RF.4, L.4, L.5, L.6, RI.1, RI.4, RI.9, RI.10, RL.1, RL.4, RL.10, SL.1, W.8, and W.9**. They cross the domains of reading, writing, speaking and listening, and language. *In grades K–3*, learning to read, reign supreme (**RF.1, RF.2, RF.3, and RF.4**).

*Source: [Achieve The Core Priority Instructional Content](#)

Benchmark Advance Unit Assessment Standards

Benchmark Booster:	Unit 1:	Unit 2:	Unit 3:	Unit 4:	Unit 5:	Unit 6:	Unit 7:	Unit 8:	Unit 9:	Unit 10:
RF.12.2, RF.2.3	RL.2.1, RL.2.2, RL.2.4, RL.2.5, RL.2.6 RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.9 RF.2.3, RF.2.3a, RF.2.3b W.2.2 L.2.1, L.2.1b, L.2.1d, L.2.2, L.2.2b, L.2.4, L.2.5	RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL.2.9 RF.2.3b, RF.2.3c, RF.2.3d W.2.1 L.2.1, L.2.1d, L.2.1e, L.2.1f, L.2.2, L.2.5b	RL.2.1, RL.2.4, RL.2.5 RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.9 RF.2.3, RF.2.3a W.2.3 L.2.1, L.2.1e, L.2.1f, L.2.2, L.2.2a, L.2.b, L.2.4, L.2.5b	RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.9 RF.2.3 W.2.1 L.2.1, L.2.1f, L.2.2, L.2.2c, L.2.2e, L.2.4	RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.9 RF.2.3, RF.2.3b W.2.3 L.2.1, L.2.1b, L.2.2, L.2.4a, L.2.4c, L.2.4d	RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6 RF.2.3, RF.2.3a W.2.1 L.2.1, L.2.1e, L.2.2, L.2.2c, L.2.4b, L.2.5a	RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.7, RI.2.9 Rf.2.3 W.2.2 L.2.1, L.2.1d, L.2.1f, L.2.1g, L.2.2, L.2.2a, L.2.2d, L.2.3a, L.2.4a, L.2.4c, L.2.4d, L.2.5b	RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.8, RI.2.9 RF.2.3d W.2.2 L.2.1, L.2.1b, L.2.1e, L.2.1f, L.2.2, L.2.2a, L.2.2c, L.2.4, L.2.4b	RL.2.1, RL.2.5 RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.9 RF.2.3, RF.2.3d L.2.1, L.2.1b, L.2.2, L.2.2a, L.2.2c, L.2.4d, L.2.5a, L.2.5b	RI.2.1, RI.2.2, RI.2.3, RI.2.6, RI.2.7, RI.2.9 W.2.3 L.2.1, L.2.1c, L.2.2, L.2.2a, L.2.2c, L.2.2e, L.2.4b, L.2.4c, L.2.5a