



**Bronx-Manhattan Seventh-Day Adventist School**

1440 Plimpton Avenue – Bronx, NY 10452

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Mrs. Sanchez - 1st & 2nd Grade

# **LANGUAGE ARTS LONG RANGE LESSON PLANS**

**GRADES 1st & 2nd**

**2026-2027**

**Our curriculum is based on North American  
Division Standards &  
New York State Standards**

**Mrs. Sanchez**



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## **1st Grade Language Arts - Long Range Plan**

**Resource:** Pathways NAD Curriculum

**Complimentary books:**

- Sadlier Phonics
- Sadlier Vocabulary Workshop
- Handwriting Manuscript Maintenance

**September: Foundational Skills and Reading Literature**

**Unit: Theme 1: Heroes (Little Lad)**

● **Standards:**

1. **RF.1.1:** Demonstrate understanding of the organization and basic features of print.
2. **RL.1.1:** Ask and answer questions about key details in a text.
3. **S.1.BF.8:** Identify biblical heroes and their significance in God's plan.

● **Skills:**

- o Understanding basic print concepts
- o Asking and answering questions about texts

● **Topics:**

- o Print concepts (e.g., directionality, spacing)
- o Key details in stories

● **Activities:**

- o Practice recognizing and pointing to words, sentences, and punctuation
- o Read-alouds with guided questioning

● **Assessments:**

- o Print concepts checklist
- o Question and answer worksheets



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**October: Phonics and Reading Informational Text**

**Unit: Theme 2: My World and Others (A Day at Greenhill Farm)**

● **Standards:**

1. **RF.1.2:** Demonstrate understanding of spoken words, syllables, and sounds.
2. **RI.1.1:** Ask and answer questions about key details in a text.
3. **S.1.BF.7:** Recognize that God created all people in His image.

● **Skills:**

- o Phonemic awareness and word decoding
- o Asking and answering questions about informational texts

● **Topics:**

- o Phonemic awareness and decoding strategies
- o Key details in informational texts

● **Activities:**

- o Phonics games and activities
- o Reading informational texts and discussing key details

● **Assessments:**

- o Phonics skills assessment
- o Informational text comprehension questions

**November: Writing and Speaking**

**Unit: Theme 3: Living Things (Pokey the Runaway Bear)**

● **Standards:**

1. **W.1.2:** Write informative/explanatory texts.
2. **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts.
3. **S.1.BF.1:** Understand that God is the Creator of all living things.

● **Skills:**

- o Writing informative texts
- o Engaging in collaborative conversations



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- **Topics:**

- o Informative writing techniques
- o Effective communication in discussions

- **Activities:**

- o Writing simple informative texts about familiar topics
- o Group discussions and sharing

- **Assessments:**

- o Informative writing rubric
- o Participation and listening skills checklist

**December: Reading Literature and Foundational Skills (continued)**

**Unit: Theme 4: Spiritual Journey (Little Maid)**

- **Standards:**

1. **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2. **RF.1.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
3. **S.1.BF.5:** Develop an understanding of personal faith and relationship with God.

- **Skills:**

- o Retelling stories and identifying central messages
- o Phonics and word decoding

- **Topics:**

- o Story retelling and central messages
- o Phonemic awareness and decoding strategies

- **Activities:**

- o Retelling stories through oral and written activities
- o Phonics exercises

- **Assessments:**

- o Story retelling assessment
- o Phonics skills assessment



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**January: Writing and Language**

**Unit: Theme 5: Friends and Family (The Doorbell Rang)**

● **Standards:**

1. **W.1.3:** Write narratives in which they recount two or more appropriately sequenced events.
2. **L.1.1:** Demonstrate command of the conventions of standard English grammar and usage.
3. **S.1.BF.9:** Recognize that God designed families and friendships to provide support and love.

● **Skills:**

- o Writing narratives with sequenced events
- o Using correct grammar and language conventions

● **Topics:**

- o Narrative writing techniques
- o Grammar and language conventions

● **Activities:**

- o Writing and illustrating simple narratives
- o Grammar games and practice exercises

● **Assessments:**

- o Narrative writing rubric
- o Grammar and language usage quizzes

**February: Reading Literature and Informational Text (continued)**

**Unit: Theme 6: Environment (We All Went on Safari: A Counting Journey through Tanzania)**

● **Standards:**

1. **RL.1.3:** Describe characters, settings, and major events in a story, using key details.
2. **RI.1.2:** Identify the main topic and retell key details of a text.
3. **S.1.BF.4:** Recognize that God created the world and everything in it, and we are called to care for it.



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- **Skills:**

- o Describing characters, settings, and events
- o Identifying main topics and key details

- **Topics:**

- o Character, setting, and event analysis
- o Main topic identification and detail retelling

- **Activities:**

- o Character and setting descriptions through drawing and writing
- o Identifying and discussing main topics and key details in texts

- **Assessments:**

- o Character, setting, and event description assessment
- o Main topic and detail retelling quiz

**March: Writing and Speaking (continued)**

**Unit: Theme 7: Personal Feelings and Growth (Alexander and the Terrible, Horrible, No Good, Very Bad Day)**

- **Standards:**

1. **W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
2. **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
3. **SS19:** Understand that God cares about our feelings and personal growth.

- **Skills:**

- o Focusing on a writing topic and adding details
- o Describing with relevant details

- **Topics:**

- o Writing revision and enhancement
- o Descriptive speaking techniques



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● **Activities:**

- o Peer review and writing revision exercises
- o Descriptive speaking practice with show-and-tell

● **Assessments:**

- o Writing improvement checklist
- o Descriptive speaking rubric

**April: Reading Literature and Informational Text (continued)**

**Unit: Theme 8: Yesterday (The Warrior Maiden)**

● **Standards:**

1. **RL.1.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2. **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
3. **SS22:** Understand God's guidance through historical events and figures.

● **Skills:**

- o Identifying sensory language and feelings in texts
- o Clarifying word meanings in informational texts

● **Topics:**

- o Sensory language in literature
- o Word meaning clarification in informational texts

● **Activities:**

- o Sensory word identification and discussion
- o Vocabulary clarification exercises

● **Assessments:**

- o Sensory language identification quiz
- o Vocabulary clarification assessment



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### **May: Writing and Language (continued)**

#### **Unit: Theme 9: Social Issues and Culture (Cleversticks)**

- **Standards:**

1. **W.1.7:** Participate in shared research and writing projects.
2. **L.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. **SS25:** Promote justice, mercy, and humility as taught in *Micah 6:8*

- **Skills:**

- o Participating in research and writing projects
- o Using correct capitalization, punctuation, and spelling

- **Topics:**

- o Collaborative research and writing
- o Capitalization, punctuation, and spelling rules

- **Activities:**

- o Group research and writing projects on selected topics
- o Practice exercises on capitalization, punctuation, and spelling

- **Assessments:**

- o Group project rubric
- o Capitalization, punctuation, and spelling quizzes

### **June: Review and Integration**

#### **Unit: Curriculum Review**

- **Topics:**

- o Comprehensive review of all language arts standards covered during the year
- o Integration of language arts concepts with other subjects (e.g., science, social studies)

- **Activities:**

- o Completing comprehensive review exercises covering all standards
- o Final project integrating language arts concepts with other subjects

- **Assessments:**

- o Comprehensive review assessment
- o Final project presentation



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## **2nd Grade Language Arts - Long-Range Plan**

**Resource:** Pathways NAD Curriculum

**Complimentary books:**

- Sadlier Phonics
- Sadlier Vocabulary Workshop
- Handwriting Manuscript Maintenance

**September: Foundational Skills and Reading Literature**

**Unit: Theme 1: Heroes (Charlie Horse)**

● **Standards:**

1. **RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
2. **RL.2.1:** Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3. **S.2.BF.8:** Identify biblical heroes and their significance in God's plan.

● **Skills:**

- o Phonics and word decoding
- o Asking and answering questions about texts

● **Topics:**

- o Phonemic awareness and decoding strategies
- o Key details in stories

● **Activities:**

- o Phonics games and activities
- o Read-alouds with guided questioning

● **Assessments:**

- o Phonics skills assessment
- o Question and answer worksheets



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**October: Reading Informational Text and Writing**

**Unit: Theme 2: My World and Others (Cactus Hotel)**

● **Standards:**

1. **RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. **W.2.1:** 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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
3. **S.2.BF.7:** Recognize that God created all people in His image.

● **Skills:**

- o Asking and answering questions about informational texts
- o Writing opinion pieces with supporting reasons

● **Topics:**

- o Key details in informational texts
- o Opinion writing techniques

● **Activities:**

- o Reading informational texts and discussing key details
- o Writing and revising opinion pieces

● **Assessments:**

- o Informational text comprehension questions
- o Opinion writing rubric

**November: Reading Literature and Language**

**Unit: Theme 3: Living Things (The Salamander Room)**

● **Standards:**

1. **RL.2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2. **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
3. **S.2.BF.1:** Understand that God is the Creator of all living things.



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- **Skills:**

- o Retelling stories and identifying central messages
- o Using correct grammar and language conventions

- **Topics:**

- o Story retelling and central messages
- o Grammar and language conventions

- **Activities:**

- o Retelling stories through oral and written activities
- o Grammar games and practice exercises

- **Assessments:**

- o Story retelling assessment
- o Grammar and language usage quizzes

## **December: Writing and Foundational Skills (continued)**

### **Unit: Theme 4: Spiritual Journey (Twice Yours: A Parable of God's Gift)**

- **Standards:**

1. **W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
  2. **RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.
  3. **S.2.BF.5:** Develop an understanding of personal faith and relationship with God.
- **Skills:**

- o Writing informative texts
- o Reading fluently with comprehension

- **Topics:**

- o Informative writing techniques
- o Reading fluency strategies



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- **Activities:**

- o Writing and illustrating informative texts
- o Fluency practice through guided reading

- **Assessments:**

- o Informative writing rubric
- o Reading fluency checklist

### **January: Reading Literature and Informational Text (continued)**

#### **Unit: Theme 5: Friends and Family (Galimoto)**

- **Standards:**

1. **RL.2.3:** Describe how characters in a story respond to major events and challenges.
2. **RI.2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. **S.2.BF.9:** Recognize that God designed families and friendships to provide support and love.

- **Skills:**

- o Describing character responses to events
- o Identifying main topics and paragraph focuses

- **Topics:**

- o Character analysis
- o Main topic and paragraph focus identification

- **Activities:**

- o Character description exercises
- o Identifying and discussing main topics and paragraph focuses in texts ●

#### **Assessments:**

- o Character response assessment
- o Main topic and paragraph focus quiz



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**February: Writing and Speaking**

**Unit: Theme 6: Environment (Will We Miss Them?)**

● **Standards:**

1. **W.2.3:** 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.
2. **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts.
3. **S.2.BF.4:** Recognize that God created the world and everything in it, and we are called to care for it.

● **Skills:**

- o Writing detailed narratives
- o Engaging in collaborative conversations

● **Topics:**

- o Narrative writing techniques
- o Effective communication in discussions

● **Activities:**

- o Writing and revising detailed narratives
- o Group discussions and sharing

● **Assessments:**

- o Narrative writing rubric
- o Participation and listening skills checklist

**March: Reading Literature and Informational Text (continued)**

**Unit: Theme 7: Personal Feelings and Growth (The Gardener)**

● **Standards:**

1. **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2. **RI.2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3. **SS19:** Understand that God cares about our feelings and personal growth.



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- **Skills:**

- o Describing rhythm and meaning in texts
- o Describing connections between events or concepts

- **Topics:**

- o Rhythm and meaning in literature
- o Connections between events or concepts

- **Activities:**

- o Identifying and discussing rhythm and meaning in texts
- o Describing connections in historical, scientific, or technical texts

- **Assessments:**

- o Rhythm and meaning identification quiz
- o Connection description assessment

**April: Writing and Language (continued)**

**Unit: Theme 8: Yesterday (First Flight: The Story of Tom Tate and the Wright Brothers)**

- **Standards:**

1. **W.2.5:** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2. **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. **SS22:** Understand God's guidance through historical events and figures.

- **Skills:**

- o Revising and editing writing
- o Using correct capitalization, punctuation, and spelling

- **Topics:**

- o Writing revision and editing techniques
- o Capitalization, punctuation, and spelling rules

- **Activities:**

- o Peer review and writing revision exercises
- o Practice exercises on capitalization, punctuation, and spelling



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- **Assessments:**

- o Writing improvement checklist
- o Capitalization, punctuation, and spelling quizzes

### **May: Reading Literature and Informational Text (continued)**

#### **Unit: Theme 9: Social Issues and Culture (I Miss Grandpa)**

- **Standards:**

1. **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2. **RI.2.4:** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
3. **SS25:** Promote justice, mercy, and humility as taught in *Micah 6:8*

- **Skills:**

- o Describing story structure
- o Determining word meanings in texts

- **Topics:**

- o Story structure analysis
- o Vocabulary development

- **Activities:**

- o Analyzing story structure through discussion and activities
- o Vocabulary exercises and games

- **Assessments:**

- o Story structure assessment
- o Vocabulary quiz

### **June: Review and Integration**

- **Topics:**

- o Comprehensive review of all language arts standards covered during the year
- o Integration of language arts concepts with other subjects (e.g., science, social studies)

- **Activities:**

- o Completing comprehensive review exercises covering all standards
- o Final project integrating language arts concepts with other subjects



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- **Assessments:**

- o Comprehensive review assessment
- o Final project presentation