

Standards Curriculum Map Bourbon County Schools

Level: 2nd grade

Grade and/or Course: ELA

Updated/Created: April 2020

Days: 2-6	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Smart Start	<p>RL.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.</p> <p>RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear, and circular structures.</p> <p>RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting, and plot.</p> <p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis</p>	<p>I can describe how characters react to events to give the meaning of the story development.</p> <p>I can identify and describe text structures and explain their connection to the text.</p> <p>I can use illustrations and words to show understanding of characters, setting and plot.</p> <p>I can ask and answer questions to make my own inference using the text.</p>			Reading Wonders: Smart Start Activities

	<p>skills in decoding words.</p> <p>C.2.2 Compose informative and or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic</p> <p>b. introduce topic</p> <p>c. supply information with detail to develop the topic</p> <p>f. Provide a concluding section.</p> <p>g. with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. (needed for transitional period)</p>				
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HOT QUESTIONS:How does (character) feel at this part of the story? How do you know?
-What illustrations help you know how the character is feeling?

Days: 7-12	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
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<p>Unit 1 Week 1</p> <p>Genre: Fantasy</p>	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from text.</p> <p>RL2.7 Use story illustrations and words in print/non-print text to demonstrate understanding of characters, setting and plot.</p> <p>RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>L.2.2e When writing use reference materials to self-check and correct spelling</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>L.2.5a Demonstrate understanding of word relationships and nuances in word meaning. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>L.2.1f In writing or speaking, demonstrate appropriate use of producing, expanding, and rearranging complete simple</p>	<p>I can ask and answer questions to make my own inference using the text.</p> <p>I can use illustrations and words to show understanding of characters, setting and plot.</p> <p>Comprehension Skill: Key details and sequence</p> <p>Comprehension Strategy: Visualize</p> <p>Vocabulary Skill: Inflectional endings: -s, -ed</p> <p>Grammar: Sentences (Statements & Questions)</p> <p>Mechanics: Sentence capitalization and punctuation</p> <p>Writing: Narrative Text: Friendly Letter</p> <p>Idea Development: Focusing on a single event</p> <p>Writing About Reading:</p>	<p>Phonics and Spelling short a and short i</p> <p>Approaching Level: has, rag, bad, six, kit, sat, had, pig, him, if, can, hit, why, for, help</p> <p>On Level: has, wag, bad, six, will, sat, had, fix, him, if, can, hit why, for, help</p> <p>Beyond Level: hasn't, snag, glad, slim, will, catch, hand, fixed, fits, if, can, hit, why, for, help</p> <p>HFV: blue, even, yellow, help, put, for, ball, there, both, why</p> <p>Vocabulary: afraid, depend, nervously, peered, perfectly, rescue, secret</p> <p>Oral Vocabulary: Awkward, outrageous, panic, relief, squawked</p>	<p>● Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.</p>	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	<p>and compound sentences. C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. **start with 1.4 paragraph. HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. (needed for transitional period)</p>	<p>Analyze key details</p>	<p>Standards Vocabulary: Inference, demonstrate, distinguish, reference, conventions, nuances, synonyms, antonyms, simple sentence, compound sentence, opinion, collaboration, legibly</p>		
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Hot Questions: Why did the author write this? What evidence supports your idea? Who are the characters?

Days: 13-16	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 Week 2	RL.2.3 Describe how characters in a story respond	I can describe how characters react to events	Phonics and Spelling: short e, short o, short u	● Describe how CHARACTERS	Jan Richardson

<p>Genre: Realistic Fiction</p>	<p>to major events and challenges in order to make meaning of the story development. RL.2.7 Use story illustrations and words in print/non-print text to demonstrate understanding of characters, setting and plot. RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words. L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use of a known root word as a clue to the meaning of an unknown word with the same root. C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with</p>	<p>to give the meaning of the story development.</p> <p>I can use illustrations and words to show understanding of characters, setting and plot.</p> <p>Comprehension Skill: Character, setting and plot (Events): Character</p> <p>Comprehension Strategy: Visualize</p> <p>Vocabulary Skill: Root Words</p> <p>Grammar: Commands and Exclamations</p> <p>Mechanics: Sentence capitalization and punctuation</p> <p>Writing: Narrative Text: Friendly Letter</p> <p>Organization: Strong openings</p> <p>Writing About Reading: Analyze story structure</p>	<p>Approaching Level: net, leg, hog, job, bus, not, top, hut, tub, bun, six, has, one, or, see</p> <p>On Level: went, tell, pet, job, fog, not, tug, hut, tub, bun, fix, has, one, or, see</p> <p>Beyond Level: went, telling, peppy, sock, foggy, crops, tugged, fluffy, bathtub, muffin, fits, 4 glad, one, or see</p> <p>HFW: could, find, funny, green, how, little, one, or, see, sounds</p> <p>Vocabulary: aside, culture, fair, invited, language, plead, scurries, share</p> <p>Oral Vocabulary: colorful, confusing, noticed, overflowing, tasty</p>	<p>in a story respond to MAJOR EVENTS AND CHALLENGES in order to make meaning of the story development.</p>	<p>The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	peers. **start with 1.4 paragraph. HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. (Needed for transitional period)	using text evidence <i>(This is done during core reading instruction to lift reading comprehension.)</i>	Standards Vocabulary: describe, resond, determine, distinguish,demonstrate, clarify, compose, collaboration, digital resources, legibly, 1.4 paragraph		
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HOT Questions: What problem does (character) have in the story? How does he/she solve their problem? What illustrations help you know how the character is feeling?

Days: 17-20	KAS:	Skills/Targets:	Vocabulary:	Strategies	Resources:
Unit 1 Week 3	RL.2.3 Describe how characters in a story respond	I can describe how characters react to events to	Phonics and Spelling 2-letter blends (r, s, t, l)	<ul style="list-style-type: none"> Describe how CHARACTERS 	Jan Richardson The Next Step Forward in

<p>Genre: Realistic Fiction</p>	<p>to major events and challenges in order to make meaning of the story development. RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting, and plot. RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words. L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase. L.2.5b Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the shades of meaning among closely related verbs (.eg, toss, throw, hurl) and closely related adjectives (e.g., thin slender). C.2.1 Compose opinion pieces, using a combination of</p>	<p>give the meaning of the story development.</p> <p>I can use illustrations and words in a text to show understanding of the characters, setting and plot.</p> <p>Comprehension Skill: Character, Setting, Plot</p> <p>Comprehension Strategy: Ask & Answer Questions</p> <p>Vocabulary Skill: Context Clues: Sentence Clues</p> <p>Grammar: Subjects of a sentence</p> <p>Mechanics: Letter punctuation</p> <p>Writing: Narrative Text: Friendly Letter</p> <p>Word Choice: Precise Words</p> <p>Writing About Reading: Analyze Story Structure <i>(This is done during core reading instruction to lift</i></p>	<p>Approaching Level: grass, trip, crack, stop, nest, mask, clap, plan, milk, belt, hog, tub, by, he, she</p> <p>On Level: grass, trips, crack, still, west, mask, clap, plans, milk, belt, fog, tub, by, he, she</p> <p>Beyond Level: grass, trips, cracks, still, west, mask, clapped, planning, milk, belt, foggy, bathtub, by, he, she</p> <p>HFV: boy, by, girl, he, here, she, small, want, were, what</p> <p>Vocabulary: decide, different, friendship, glance, proper, relationship, stares, trade</p> <p>Oral Vocabulary: apologized, gazes, partner, rummaged, scent</p>	<p>in a story respond to MAJOR EVENTS AND CHALLENGES in order to make meaning of the story development.</p> <ul style="list-style-type: none"> ● Use a story's illustrations and words in PRINT/NON-PRINT TEXTS to demonstrate understanding of CHARACTERS, SETTING AND PLOT. 	<p>Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	<p>writing and digital resources, on topics or texts, with supporting reasons. C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. **start with 1.4 paragraph HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. (needed for transitional period)</p>	<p><i>reading comprehension.)</i></p>	<p>Standards Vocabulary: describe, illustrations, development, characters, setting, plot, distinguish, clarify, multi-meaning, nuances, compose, create, publish</p>		
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HOT Questions: How is (character) different at the end of the story then at the beginning? What does the illustrations show?

Days: 21-25	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 Week 4 Genre: Nonfiction	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct	I can ask and answer questions to make my own inference using the text. Comprehension Skill: Main	Phonics and Spelling Short a and Long a using a_e Approaching Level:	• Ask and answer such QUESTIONS AS WHO, WHAT, WHERE,	Jan Richardson The Next Step Forward in Guided

<p>(Informational Text)</p>	<p>meaning from the text. RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words. L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root. C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. **start with 1.4 paragraph. HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. (needed for transitional period)</p>	<p>topic and Key Details</p> <p>Comprehension Skill: Key Details: Use Illustrations</p> <p>Comprehension Skill: Plot: Sequence</p> <p>Comprehension Strategy: Ask & Answer Questions</p> <p>Vocabulary Skill: Word parts: Root Words</p> <p>Grammar: Predicates of a Sentence</p> <p>Mechanics: Commas in a Sentence</p> <p>Writing: Narrative Text: Personal Narrative</p> <p>Organization: Sequence</p> <p>Writing About Reading: Analyze Key Details <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>bag, tap, ham, bake, ate, mad, tan, pal, made, late, trip, plan, into, done, your</p> <p>On Level: bag, cap, ham, bake, ate, mad, back, cape, made, rake, still, belt, into, done, your</p> <p>Beyond Level: safety, flames, male, vat, ate, clapping, back, cape, making, rake, still, belt, into, done, your</p> <p>HFW: another, done, water, your, into, show, now, too, move, year</p> <p>Vocabulary: allowed, care, excited, needs, room, safe, wondered, wild</p> <p>Oral Vocabulary: duty, equipment, professions, satisfaction, thorough</p> <p>Standards</p>	<p>WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.</p>	<p>Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks, IXL, Lexia, Accelerated Reader</p>
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			Vocabulary: logical inferences, construct meaning from text, multiple meaning words, root words		
HOT Questions: What fact did you learn about (topic)? Where did you find this in the text?					

Days: 26-30	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 1 week 5 Genre: Informational	RI.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct	I can ask and answer questions to make my own inference using the text. I can identify and describe	Phonics and Spelling short i and long i using i_e Approaching Level:	<ul style="list-style-type: none"> Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, 	Jan Richardson The Next Step Forward in Guided Reading

<p>Text: Expository</p>	<p>meaning from the text. RI.2.5 Identify and describe informational text structures, including sequence, chronological and 7 descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words. L.2.1f In writing or speaking, demonstrate appropriate use of producing, expanding, and rearranging complete simple and compound sentences. L.2.2b When writing demonstrate appropriate use of commas in varied communication formats C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products,</p>	<p>text structures and explain their connection to the text.</p> <p>Comprehension Skill: Main topic and Key Details</p> <p>Comprehension Strategy: Ask & Answer Questions</p> <p>Vocabulary Skill: Inflectional Endings: -s, -ed, -es, -ing</p> <p>Grammar: Expanding and Combining Sentences</p> <p>Mechanics: Quotation marks in dialogue</p> <p>Writing: Narrative Text: Personal Narrative</p> <p>Sentence Fluency: Using Complete Sentences</p> <p>Writing About Reading: Analyze text features that Inform and Explain a Topic <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>did, kite, win, line, pipe, tip, mix, five, hit, hive, made, bag, all, any, say</p> <p>On Level: did, fin, pick, line, pipe, tip mix, five, side, hike, cape, made, all, any, says</p> <p>Beyond Level: hive, finish, picked, line, times, rips, smiling, bricks, sideways, hiked, cape, male, all, any, says</p> <p>HFV: all, any, goes, new, number, other, right, says, understands, work</p> <p>Vocabulary: check, choose, chores, cost, customers, jobs, spend, tool</p> <p>Oral Vocabulary: exchange, homework, lucky, members, treasure</p>	<p>WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.</p> <ul style="list-style-type: none"> Identify and describe INFORMATIONAL TEXT STRUCTURES, including SEQUENCE/ CHRONOLOGICAL AND DESCRIPTIVE STRUCTURES, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. 	<p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks, IXL, Lexia, Accelerated Reader</p>
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	including in collaboration with peers. **start with 1.4 paragraph. HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. (needed for transitional period)		Standards Vocabulary: logical inferences, informational texts structures, sequence, structures, 7 descriptive structures, producing, expanding, rearranging		
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HOT Questions: What facts did you learn about this topic? If you leave out this sentence/ section how does it change the text?

Days: 31-35	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 Week 1 Genre: Realistic Fiction	RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories, and dramas, including but not limited to linear, non-linear, and circular structures. RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable	I can identify and describe text structures and explain their connection to the text. Comprehension Skill: Character, Setting Comprehension Skill: Plot: Character	Phonics and Spelling Short o and long o using o_e Approaching Level: box, fox, dog, bone, pot, home, hope, nose, long, rope, five, tip, have, off, took	<ul style="list-style-type: none"> Describe how parts of the text contribute to the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not 	Jan Richardson The Next Step Forward in Guided Reading Fountas and Pinnell resources

	<p>words.</p> <p>L.2.1a In writing or speaking, demonstrate appropriate knowledge use of collective nouns.</p> <p>L.2.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p>** 2.6 paragraph</p> <p>HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form.</p> <p>***Needed for transitional period***</p>	<p>Comprehension Strategy: Make, Confirm, Revise Predictions</p> <p>Vocabulary Skill: Word parts & Prefixes: dis-, un-</p> <p>Grammar: Nouns</p> <p>Mechanics: Commas in a Sentence</p> <p>Writing: Informative Text: How-To Text</p> <p>Idea Development: Descriptive Details</p> <p>Writing About Reading: Analyze Illustrations <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>On Level: box, fox, dog, lock, pot, cone, home, nose, poke, rope, side, line, have, off, took</p> <p>Beyond Level: stove, foxes, notebook, locked, plot, close, wrote, smoke, poked, phone, sideways, line, have, off, took</p> <p>HFW: because, cold, family, friends, have, know, off, picture school, took</p> <p>Vocabulary: adapt, climate, eager, freedom, fresh, sense, shadows, silence</p> <p>Oral Vocabulary: capture, chorus, croak, reason, visitor</p> <p>Standards Vocabulary: structure, distinguish, demonstrate,</p>	<p>limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</p>	<p>Brainpopjr. website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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			Determine, clarify, compose, legibly, 2.6 paragraph		
HOT Questions: Why did the author organize the story like this? How would it be different if the order was changed?					

Days: 36-40	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 Week 2 Genre: Fable	RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories, and dramas, including but not limited to linear, non-linear, and circular structures. RL.2.9 Compare/Contrast two or more versions of the same story by different authors or from different cultures. RF 2.3 a. Distinguish long and	I can describe how parts of the text contribute to the overall structure of the text. I can compare and contrast two or more versions of the same story. Comprehension Skill: Character, Setting	Phonics and Spelling: Short u and long u using u_e Approaching Level: mule, fuse, but, use, bug, cub, hum, huge, mud, fun, box, nose, look, yes, their On Level: mule, fuse,	Describe how parts of the text contribute to the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR,	Jan Richardson The Next Step Forward in Guided Reading Fountas and Pinnell resources Brainpopjr. Website Schoolhouse

	<p>short vowels when reading regularly spelled one-syllable words.</p> <p>L.2.1a In writing or speaking, demonstrate appropriate knowledge use of collective nouns.</p> <p>L.2.2b When writing, demonstrate appropriate use of commas in varied communication formats (e.g., letter, e-mail, blog)</p> <p>C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p>**2.6 paragraph</p> <p>HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form.</p> <p>**Needed for transitional period</p>	<p>Comprehension Skill: Plot: Problem & Solution</p> <p>Comprehension Strategy: Make, Confirm, Revise Predictions</p> <p>Vocabulary Skill: Word parts & Suffixes: -ful, -ly</p> <p>Grammar: Singular & Plural Nouns</p> <p>Mechanics: Commas in a Sentence</p> <p>Writing: Informative Text: How-To Text</p> <p>Idea Development: Supporting Details</p> <p>Writing About Reading: Analyze Key Themes (<i>This is done during core reading instruction to lift reading comprehension.</i>)</p>	<p>plum, use, dug, cub, hum, huge, must, fun, rope, nose, look, yes, their</p> <p>Beyond Level: mules, fuse, plums, cubs, dug, dusted, hummed, huge, trusting, drums, wrote, close, look, yes, their</p> <p>HFW: change, cheer, fall, five, look, open, should, their, won, yes</p> <p>Vocabulary: believe, delicious, feast, fond, lessons, remarkable, snatch, stories</p> <p>Oral Vocabulary: affection, crave, frustrated, nourishment, seek</p> <p>Standards Vocabulary: linear, non-linear, circular structures, compare/contrast, collective nouns, communication</p>	<p>NONLINEAR AND CIRCULAR STRUCTURES.</p>	<p>Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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HOT Questions: How does (version 1) differ from (version 2) of this story? How are the versions the same?					

Days: 41-45	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 Week 3 Genre: Nonfiction: Informa- tional Text	RI.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text. RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text. RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable	I can ask and answer questions to make my own inference using the text. I can identify implicit and explicit information to determine the central idea of a text. Comprehension Skill: Main topic and Key Details (of individual paragraphs AND the entire text)	Phonics and Spelling Soft c and soft g and -dge words Approaching Level: rice, mice, badge, cage, race, ice, bulge, range, barge, space, use, huge, out, wash, saw On Level: trace, place, badge, cage, space,	Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from	Jan Richardson The Next Step Forward in Guided Reading Fountas and Pinnell resources Brainpopjr. Website Schoolhouse

	<p>words. L.2.1a In writing or speaking, demonstrate appropriate knowledge use of collective nouns. C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. ** 2.6 paragraph HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. ***Needed for transitional period***</p>	<p>Comprehension Strategy: Make, Confirm and Revise Predictions</p> <p>Vocabulary Skill: Word parts & Suffixes: -ful,-ly</p> <p>Grammar: Kinds of Nouns</p> <p>Mechanics: Capital Letters</p> <p>Writing: Informative Text: How-To Text</p> <p>Organization: Order of Events</p> <p>Writing About Reading: Analyze Key Details <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>ice, bulge, range, barge, mice, mule, huge, out, wash, saw</p> <p>Beyond Level: trace, placed, badges, cage, space, ice, bulge, range, barges, racing, fuse, huge, out, wash, saw</p> <p>HFW: almost, buy, food, out, pull, saw, sky, straight, under, wash</p> <p>Vocabulary: buried, escape, habitat, journey, nature, peeks, restless, spies</p> <p>Oral Vocabulary: defend, encounter, located, positive, react</p> <p>Standards Vocabulary: logical inferences, construct meaning, implicit and explicit information, Collective nouns</p>	<p>the text.</p> <ul style="list-style-type: none"> Identify implicit and explicit information from a summary to determine the CENTRAL IDEA of a text. 	<p>Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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HOT Questions: What is the main idea of the entire text? What details tell more about the key ideas?

Days: 46-50	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 Week 4 Genre: Informa- tional Text: Expository	RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text. RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade level text. RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text. RF 2.3 a. Distinguish long and	I can identify implicit and explicit information to determine the central idea of a text. I can tell the meaning of words and phrases to show how they shape the meaning of a text. I can identify visuals and words to show understanding of a text.	Phonics and Spelling Consonant Digraphs: ch, tch, sh, ph, th, ng, wh Approaching Level: chop, catch, shape, fish, phone, this, ring, thin, sang, whale, race, bulge, seven, isn't, early On Level: chop, catch, shape, trash, phone, that, sting, thin, bring,	Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.	Jan Richardson The Next Step Forward in Guided Reading Fountas and Pinnell resources Brainpopjr. Website Schoolhouse Rock and other

	<p>short vowels when reading regularly spelled one-syllable words.</p> <p>L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>L.2.1a In writing or speaking, demonstrate appropriate knowledge use of collective nouns.</p> <p>L.2.1b In writing and speaking, demonstrate appropriate use of frequently occurring irregular nouns.</p> <p>C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p>** 2.6 paragraph</p> <p>HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form.</p> <p>***Needed for transitional period***</p>	<p>Comprehension Skill: Main topic and Key Details (of individual paragraphs AND the entire text)</p> <p>Comprehension Strategy: Reread</p> <p>Vocabulary Skill: Multiple Meaning Words</p> <p>Grammar: Plural Nouns</p> <p>Mechanics: Abbreviations</p> <p>Writing: Informative Text: How-To Directions (How to get from one place to another)</p> <p>Word Choice: Linking Words</p> <p>Writing About Reading: Analyze Key Details (This is done during core reading instruction to lift reading comprehension.)</p>	<p>while, place, badge, seven, isn't, early</p> <p>Beyond Level: chopped, catches, shapes, trash, phones, that's, sting, thinner, bringing, while, placed, badges, seven, isn't early</p> <p>HFV: these, start, walk, seven, eight, learn, try, isn't, baby, early</p> <p>Vocabulary: adult, alive, covered, fur, giant, groom, mammal, offspring</p> <p>Oral Vocabulary: guide, leader, protect, provide, separate</p> <p>Standards Vocabulary: implicit and explicit information, central idea, academic words, irregular nouns</p>	<ul style="list-style-type: none"> ● Identify implicit and explicit information from a summary to determine the CENTRAL IDEA of a text. ● Identify information gained from VISUALS AND WORDS in the text, and explain how that information contributes to understanding of the text 	<p>online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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<p>HOT Questions: If you were going to make a new title for this text, what would it be? What helps you understand the meaning of (word) from the text?</p>					

Days: 51-55	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 Week 4	<p>RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.</p> <p>RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade level text.</p> <p>RI.2.7 Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.</p>	<p>I can identify implicit and explicit information to determine the central idea of a text.</p> <p>I can tell the meaning of words and phrases to show how they shape the meaning of a text.</p> <p>I can identify visuals and words to show understanding of a text.</p>	<p>Phonics and Spelling</p> <p>Consonant Digraphs: ch, tch, sh, ph, th, ng, wh</p> <p>Approaching Level: chop, catch, shape, fish, phone, this, ring, thin, sang, whale, race, bulge, seven, isn't, early</p>	<ul style="list-style-type: none"> • Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text. • Identify implicit and explicit 	<ul style="list-style-type: none"> • Jan Richardson The Next Step Forward in Guided Reading • Fountas and Pinnell resources • Brainpopjr. Website • Schoolhouse Rock and other online tutorial videos • Leveled readers • Newsela, • Epic Books, • ReadWorks • IXL, • Lexia, • Accelerated Reader

<p>RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>L.2.1a In writing or speaking, demonstrate appropriate knowledge use of collective nouns.</p> <p>L.2.1b In writing and speaking, demonstrate appropriate use of frequently occurring irregular nouns</p> <p>C.2.1 Compose opinion pieces , using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>C.2.4 With guidance and support from adults, use a variety of digital resources</p>		<p>On Level: chop, catch, shape, trash, phone, that, sting, thin, bring, while, place, badge, seven, isn't, early</p> <p>Beyond Level: chopped, catches, shapes, trash, phones, that's, sting, thinner, bringing, while, placed, badges, seven, isn't early</p> <p>HFV: these, start, walk, seven, eight, learn, try, isn't, baby, early</p> <p>Vocabulary: adult, alive, covered, fur, giant, groom, mammal, offspring</p>	<p>information from a summary to determine the CENTRAL IDEA of a text.</p> <ul style="list-style-type: none"> Identify information gained from VISUALS AND WORDS in the text, and explain how that information contributes to understanding of the text. 	
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	<p>to create and publish products, including in collaboration with peers. ** 2.6 paragraph HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. ***Needed for transitional period***</p>		<p>Oral Vocabulary: guide, leader, protect, provide, separate</p> <p>Standards Vocabulary: implicit and explicit information, central idea, academic words, irregular nouns</p>		

Days: 51-55	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 2 Week 5 Genre: Poetry: Narrative Poem	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the context.</p> <p>RF 2.4 Describe how words and phrases including but not limited to, regular beats, alliterations, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.</p> <p>RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>L.2.2c When writing use apostrophe to form contractions and possessives.</p> <p>L.2.5b Demonstrate understanding of word relationships and nuances in</p>	<p>I can ask and answer questions to make my own inference using the text.</p> <p>I can describe how words and phrases shape the meaning in a story, poem, or song.</p> <p>Comprehension Skill: Main topic and Key Details</p> <p>Comprehension Strategy: Reread</p> <p>Vocabulary Skill: Context Clues: Multiple Meaning Words</p> <p>Grammar: Possessive Nouns</p>	<p>Phonics and Spelling Three-Letter Blends</p> <p>Approaching Level: scrap, scrape, spring, throne, strip, strike, shred, shrug, splash, split, fish, whale, far, flower, until</p> <p>On Level: scratch, scrape, spring, throne, stripe, strange, shred, shrub, splash, split, catch, sting, far, flower, until</p> <p>Beyond Level: scratch, scraping,</p>	<p>Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.</p>	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p>

	<p>word meanings. Distinguish the shades of meaning among closely related verbs (.eg, toss, throw, hurl) and closely related adjectives (e.g., thin slender).</p> <p>L.2.4a Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>C.2.1 Compose opinion pieces , using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.</p> <p>** 2.6 paragraph</p> <p>HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form.</p> <p>***Needed for transitional period***</p>	<p>Mechanics: Apostrophes</p> <p>Writing: Informative Text: How-To Directions (How to get from one place to another)</p> <p>Word Choice: Precise Words</p> <p>Writing About Reading: Analyze Word Choice (This is done during core reading instruction to lift reading comprehension.)</p>	<p>spring, throne, striped, strange, shreds, shrub, splashes, split, catches, sting, far, flower, until</p> <p>HFW: bird, far, field, flower, grow, leaves, light, orange, ready, until</p> <p>Vocabulary: behave, flapping, express, feathers, poem, rhythm, rhyme, word choice</p> <p>Oral Vocabulary: alarm, howling, knobby, munch, problem</p> <p>Standards Vocabulary: alliterations, apostrophe, contraction, possessive, verb, adjective</p>		<p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
<p>HOT Questions: Why did the author choose (rhyming words, alliteration, repeated lines)? How does that make the reading different?</p>					

Days: 56-60	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 Week 1 Genre: Informa- tive Text: Expository	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.</p> <p>RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.</p> <p>RF 2.3 a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>L.2.1a In writing or speaking, demonstrate appropriate knowledge use of collective nouns.</p> <p>C.2.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p>	<p>I can ask and answer questions to make my own inference using the text.</p> <p>I can identify implicit and explicit information to determine the central idea of a text.</p> <p>Comprehension Skill: Author’s Purpose</p> <p>Comprehension Strategy: Reread</p> <p>Vocabulary Skill: Figurative Language: Similes</p> <p>Grammar: Action Verbs</p> <p>Mechanics: Abbreviations</p>	<p>Phonics and Spelling Long a ai, ay, ea, eigh, ey</p> <p>Approaching Level: nail, rain, main, ray, day, break, steak, weigh, sleigh, they, spring, shrug, good, often, two</p> <p>On Level: nail, train, main, hay, stay, break, steak, weigh, sleigh, prey</p> <p>Beyond Level: nails, train, mainland, haystack, staying, breaking, steaks, weighed, sleighs, preying, throne, split, good, often, two</p>	<p>Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.</p> <ul style="list-style-type: none"> Identify implicit and explicit information from a summary to determine the CENTRAL IDEA of a text. 	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia,</p>

	<p>C.2.4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. ** 2.6 paragraph HW.1.1 Legibly print all upper- and lowercase letters and numerals with correct form. ***Needed for transitional period***</p>	<p>Writing: Opinion Text: Opinion Letter</p> <p>Organization: Order Ideas</p> <p>Writing About Reading: Analyze Key Author's Purpose <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>HFW: about, around, good, great, idea, often, part, second, two, world</p> <p>Vocabulary: amazing, force, measure, objects, proved, speed, true, weight</p> <p>Oral Vocabulary: college, famous, path, planets, straight</p> <p>Standards Vocabulary: implicit and explicit information, collective nouns</p>		Accelerated Reader
<p>HOT Questions: What is the main idea of just this paragraph? What details support the main idea?</p>					

Days: 61-65	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 Week 2 Genre: Realistic Fiction	<p>RL.2.5 Describe how part of the text contributes to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear, and circular structures.</p> <p>RF 2.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>L.2.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p>C.2.5 Conduct shared</p>	<p>I can describe how parts of the text contribute to the overall structure of the text.</p> <p>Comprehension Strategy: Reread</p> <p>Vocabulary Skill: Word parts: Compound Words</p> <p>Grammar: Present-Tense Verbs</p> <p>Mechanics: Commas in a Sentence</p> <p>Writing: Opinion Text: Opinion Letter</p> <p>Word Choice: Linking Words</p> <p>Writing About Reading: Analyze Story Structure <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>Phonics and Spelling Long i: i, y, igh, ie</p> <p>Approaching Level: pie, right, mind, cry, tie, high, wild, dry, my, find, main, weigh, begin, those, apart</p> <p>On Level: light, sight, mind, cry, tie, high, wild, dry, try, lie, hay, steak, begin, those, apart</p> <p>Beyond Level: lightning, sight, minds, kindness, child, highway, skies, drying, trying, lie, train, staying, begin, those, apart</p> <p>HFW: also, apart, begin, either, hundred, over, places, those, which, without</p>	<p>Describe how parts of the text contribute to the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.</p>	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia,</p>

	<p>research and writing projects that build knowledge about a topic. ** 2.6 paragraph HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>		<p>Vocabulary: adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime</p> <p>Oral Vocabulary: exactly, present, report, telescopes, total</p> <p>Standards Vocabulary: informative or explanatory texts, compound words, shared research</p>		<p>Accelerated Reader</p>
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HOT Questions: How are all the different parts of the story connected? How does the order help the reader understand the story?

Days: 66-70	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 Week 3 Genre: Nonfiction: Informational Text/ Nonfiction Narrative	<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.</p> <p>RI.2.8 Describe how reasons support specific claims the author makes in a text.</p> <p>L.2.5a Demonstrate understanding of word relationships and nuances in word meaning. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>L.2.2a When writing, capitalize proper nouns, including but not limited to holidays, product names, and geographic names.</p> <p>L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and</p>	<p>I can identify the main purpose of a text to explain the content of the text.</p> <p>I can describe how reasons support the authors claim in a text.</p> <p>Comprehension Skill: Author's Purpose</p> <p>Comprehension Strategy: Ask & Answer Questions</p> <p>Vocabulary Skill: Context Clues: Synonyms</p> <p>Grammar: Past and Future Tense Verbs</p> <p>Mechanics: Letter Punctuation</p> <p>Writing: Opinion Text: Opinion Letter</p> <p>Voice: Opinions</p>	<p>Phonics and Spelling Long o: o, oa, ow, oe</p> <p>Approaching Level: told, most, road, coat, toast, grow, crow, show, Joe, toe, right, mind, only, our, who</p> <p>On Level: told, most, float, coat, toast, grow, mow, show, Joe, toe, light, mind, only, our, who</p> <p>Beyond Level: know, mostly, floating, cloak, toast, woe, bowl, showed, Joe, stows, sight, kindness, only, our, who</p> <p>HFW: also, apart, begin, either, hundred, over, places, those, which, without</p> <p>Vocabulary: across,</p>	<p>Identify the MAIN PURPOSE of a text, including what the author wants to ANSWER, EXPLAIN OR DESCRIBE, and how that purpose shapes the content of the text.</p> <ul style="list-style-type: none"> Describe how REASONS support specific CLAIMS the author makes in a text. 	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>

	<p>beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p>C.2.5 Conduct shared research and writing projects that build knowledge about a topic.</p> <p>** 2.6 paragraph</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>	<p>Writing About Reading: Analyze Author's Purpose <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>borrow, countryside, ideas, insists, lonely, solution, villages</p> <p>Oral Vocabulary: artist, celebration, commented, community, mural</p> <p>Standards Vocabulary: main purpose of text, glossaries, dictionaries,</p>		
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HOT Questions: The author says _____. What evidence/reasons does the author give to support this idea?

Days: 71-75	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 3 Week 4 Genre: Informa- tional Text: Expository	<p>RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.</p> <p>RI2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade level text.</p> <p>RI.2.8 Describe how reasons support specific claims the author makes in a text.</p> <p>RF2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>L.2.5a Demonstrate understanding of word relationships and nuances in word meaning. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p> <p>L.2.2a When writing, capitalize proper nouns, including but not limited to holidays, product names, and geographic names.</p> <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to</p>	<p>I can identify implicit and explicit information to determine the central idea of a text.</p> <p>I can tell the meaning of words and phrases to show how they shape the meaning of a text.</p> <p>I can describe how reasons support the authors claim in a text.</p> <p>Comprehension Skill: Main topic and Key Details</p> <p>Comprehension Skill: Author's Purpose</p> <p>Comprehension Strategy: Ask & Answer Questions</p> <p>Vocabulary Skill: Context Clues: Antonyms</p> <p>Grammar: The verb "Have"</p>	<p>Phonics and Spelling Long e: e, ee, ea, ie, y, ey, e_e</p> <p>Approaching Level: we, bee, need, green, bean, seat, thief, chief, pony, key, grow, toe, after, every, special</p> <p>On Level: we, bee, need, queen, mean, leaf, thief, chief, pony, keys, grow, toe, after, every, special</p> <p>Beyond Level: we've, she's, needed, queen, meaning, leaves, grief, chiefs, fifty, keys, bowl, toast, after, every, special</p> <p>HFV: after, before, every, few, first, hear, hurt, old, special, would</p> <p>Vocabulary: damage,</p>	<p>Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.</p> <ul style="list-style-type: none"> Identify implicit and explicit information from a summary to determine the CENTRAL IDEA of a text. Describe how REASONS support specific CLAIMS the author makes in a text. 	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>

	<p>establish a topic and provide information about the topic. ** 2.6 paragraph C.2.5 Conduct shared research and writing projects that build knowledge about a topic. HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>	<p>Mechanics: Book Titles Writing: Opinion Text: Book Review Organization: Strong Conclusion Writing About Reading: Analyze Text Features <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>dangerous, destroy, event, harsh, prevent, warning, weather Oral Vocabulary: reflect, gloomy, rises, pleasant, predict Standards Vocabulary: implicit and explicit meaning, synonyms, antonyms, proper nouns</p>		
<p>HOT Questions: What is the main idea that the author wants the reader to know? What does the word _____ mean? Are there any other words that help you understand the meaning?</p>					

Days: 76-83	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
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<p>Unit 3 Week 5</p> <p>Genre: Informa- tional Text: Expository</p>	<p>RI.2.1 Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.</p> <p>RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.</p> <p>RF 2.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RF 2.3c. Decode regularly spelled 2-syllable words with long vowels.</p> <p>L.2.4b Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>L.2.1f In writing or speaking, demonstrate appropriate use of producing, expanding, and rearranging complete simple and compound sentences.</p> <p>L.2.4e Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing</p>	<p>I can ask and answer questions to make my own inference using the text.</p> <p>I can identify implicit and explicit information to determine the central idea of a text.</p> <p>Comprehension Skill: Main topic and Key Details (of individual paragraphs AND the entire text)</p> <p>Comprehension Strategy: Ask & Answer Questions</p> <p>Vocabulary Skill: Word parts & Prefixes: re- and dis-</p> <p>Grammar: Combining and Rearranging Sentences</p> <p>Mechanics: Sentence Punctuation</p> <p>Writing: Opinion Text: Book Review</p> <p>Organization: Sentence Fluency</p>	<p>Phonics and Spelling Long u: u e, ew, ue, u</p> <p>Approaching Level: cute, cube, fumes, music, unit, menu, few, pew, fuel, cue, green, seat, began, come, give</p> <p>On Level: cube, fumes, music, unit, menu, few, pew, fuel, cues, pony, queen, began, come, give</p> <p>Beyond Level: cute, using, cues, humid, units, menus, few, pews, rescue, continue, queen, meaning, began, come, give</p> <p>HFW: America, beautiful;, begun, climbed, come, country, didn't, give, live, turned</p> <p>Vocabulary: cheered, concert, instrument, movements, music, rhythm, sounds,</p>	<p>Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.</p> <ul style="list-style-type: none"> Identify implicit and explicit information from a summary to determine the CENTRAL IDEA of a text. 	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	<p>flexibly from an array of strategies. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. ** 2.6 paragraph</p> <p>C.2.5 Conduct shared research and writing projects that build knowledge about a topic.</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters</p>	<p>Writing About Reading: Analyze Key Details <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>understand</p> <p>Oral Vocabulary: communicate, festivals, respect, squeezing, tradition</p> <p>Standards Vocabulary: central idea, prefix</p>		
<p>HOT Questions: What do you think the author wants the reader to know? How do images/ diagrams help you understand the main idea?</p>					

Days 84-88	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 Week 1 Genre:	RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or	I can describe the connection between _____ over the course of a text. (depends on text	Phonics and Spelling Silent letters: wr, kn, gn, mb, sc	Describe the connection between INDIVIDUALS,	Jan Richardson The Next Step Forward in Guided

<p>Informa- tional Text: Expository</p>	<p>steps in technical procedures over the course of a text. RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic. RF.2.3 E Identify words with inconsistent but common spelling-sound correspondences. L.2.4d Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.2a When writing, capitalize proper nouns, including but not limited to holidays, product names, and geographic names. HW.2.1 Introduce formation of all uppercase and lowercase cursive letters. C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and</p>	<p>choice) I can describe the relationship between two texts on the same topic.</p> <p>Comprehension Skill: Connections Within Text: Compare and Contrast</p> <p>Comprehension Skill: Compare Across Texts</p> <p>Comprehension Strategy: Reread</p> <p>Vocabulary Skill: Word parts: Compound Words</p> <p>Grammar: Linking Verbs</p> <p>Mechanics: Capitalization of Proper Nouns</p> <p>Writing: Narrative Text: Fictional Narrative</p> <p>Idea Development: Focus on a Topic</p> <p>Writing About Reading: Analyze Ideas across texts <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>Approaching Level: lamb, thumb, scene, scent, gnat, sign, knife, know, wrap, write, cube, music, very, eat, don't</p> <p>On Level: comb, crumb, scene, scent, gnat, sign, knife, know, wrist, writing, cube, music, very, eat, don't</p> <p>Beyond Level: combed, crumbs, scenes, scents, gnats, signed, knife, known, wrists, writing, using, humid, very, eat, don't</p> <p>HFW: Many, Morning, Through, Very, Sleep, Eat, Colors, Down, Below, Dark</p> <p>Vocabulary: Eerie, growth, layers, lively, location, region, seasons, temperate</p> <p>Oral Vocabulary: valleys, harbors, factories, produce, timber</p>	<p>HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text.</p> <ul style="list-style-type: none"> Describe the relationship between information from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC. 	<p>Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	provide information about the topic. ** 2.6 paragraph C.2.5 Conduct shared research and writing projects that build knowledge about a topic.		Standards Vocabulary: Historical events, scientific concepts, text structures, linking words, theme, compound words, proper nouns		
HOT Questions: How are the important points in (text 1) like (text 2)? How are they different?					

Days: 89-93	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 Week 2 Genre: Informa- tional Text:	RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	I can describe the connection between _____ over the course of a text. (depends on text choice) I can identify the main purpose of a text to	Phonics and Spelling r-Controlled vowels: er, ir, ur, or Approaching Level: her, herd, first, bird,	Describe the connection between INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC	Jan Richardson The Next Step Forward in Guided Reading Fountas and

<p>Expository</p>	<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.</p> <p>RF.2.3 E Identify words with inconsistent but common spelling-sound correspondences.</p> <p>L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to</p>	<p>explain the content of the text.</p> <p>Comprehension Skill: Connections Within Texts: Cause and Effect</p> <p>Comprehension Strategy: Reread</p> <p>Vocabulary Skill: Context Clues: Sentence Clues</p> <p>Grammar: Helping Verbs</p> <p>Mechanics: Quotation Marks</p> <p>Writing: Narrative Text: Fictional Narrative</p> <p>Word Choice: Time Order Words</p> <p>Writing About Reading: Analyze Author's Word Choice <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>girl, turn, hurt, burn, work, worse, know, wrap, found, from, today</p> <p>On Level: clerk, herd, first, skirt, stir, churn, hurt, burst, work, worse, know, wrist, found, from, today</p> <p>Beyond Level: enter, over, thirst, dirty, shirts, churning, nurse, burst, working, worst, known, wrists, found, from, today</p> <p>HFW: animal, away, building, found, from, Saturday, thought, today, toward, watch</p> <p>Vocabulary: active, Earth, explode, island, local, properties, solid, steep</p> <p>Oral Vocabulary: sphere, surface, suddenly, carved, glide</p>	<p>IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text.</p> <ul style="list-style-type: none"> Identify the MAIN PURPOSE of a text, including what the author wants to ANSWER, EXPLAIN OR DESCRIBE, and how that purpose shapes the content of the text. 	<p>Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	<p>establish a topic and provide information about the topic. C.2.5 Conduct shared research and writing projects that build knowledge about a topic. ** 2.6 paragraph HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>		<p>Standards Vocabulary: Historical events, scientific concepts, text structures, linking words, compose</p>		
<p>HOT Questions: What are the most important events/ideas/steps to remember? Why are those the most important?</p>					

Days: 94-98	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 Week 3 Genre: Realistic Fiction	RL.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development. RL.2.5 Describe how parts of the text contribute to the overall structure of poems, stories and	I can describe how characters react to events to give the meaning of the story development. I can describe how parts of the text contribute to the	Phonics and Spelling r-Controlled vowels: or ore, oar Approaching level: sort, more, store, oar, roar, board, art, start,	Describe how CHARACTERS in a story respond to MAJOR EVENTS AND CHALLENGES	Jan Richardson The Next Step Forward in Guided Reading Fountas and Pinnell

	<p>dramas, including but not limited to linear, non-linear, and circular structures.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>L.2.1d In writing or speaking, demonstrate appropriate use of past tense of frequently occurring irregular verbs.</p> <p>L.2.4f Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to</p>	<p>overall structure of the text.</p> <p>I can compare and contrast two or more versions of the same story.</p> <p>Comprehension Skill: Plot: Compare and Contrast</p> <p>Comprehension Strategy: Visualize</p> <p>Vocabulary Skill: Figurative Language: Similes</p> <p>Grammar: Irregular Verbs</p> <p>Mechanics: Book Titles</p> <p>Writing: Narrative Text: Fictional Narrative</p> <p>Voice: Express Your Feelings</p> <p>Writing About Reading: Analyze How an Author Compares Characters & Events <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>car, her, turn, ago, carry, people</p> <p>On Level: port, north, more, store, oar, roar, board, part, start, park, first, hurt, ago, carry, people</p> <p>Beyond Level: fork, north, boredom, core, soared, roaring, board, spark, parked, charm, over, burst, ago, carry, people</p> <p>HFV: Ago, carry, certain, everyone, heavy, outside, people, problem, together, warm</p> <p>Vocabulary: Common, customs, favorite, parades, surrounded, costume, travels, wonder</p> <p>Oral Vocabulary: accompanies, locker, crowded, usual, assigns</p>	<p>in order to make meaning of the story development.</p> <ul style="list-style-type: none"> Describe how parts of the text contribute to the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES. Compare/contrast TWO OR MORE VERSIONS of the same story by DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES. 	<p>resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	<p>establish a topic and provide information about the topic. C.2.5 Conduct shared research and writing projects that build knowledge about a topic. ** 2.6 paragraph HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>		<p>Standards Vocabulary: Character, conflict, plot, problem/ solution, major events, challenges, sequence, compare, contrast, culture, irregular verbs, context clues,</p>		
<p>HOT Question: How does (character) react when _____? Why do they act this way? What is the tone in the writing?</p>					

Days: 99-103	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
<p>Unit 4 Week 4 Genre: Drama</p>	<p>RL.2.2 Identify implicit and explicit information from a summary to determine the author’s message, lesson learned, and/or moral, including but not limited to fables and folktales from diverse cultures RF.2.3 E Identify words with inconsistent but common</p>	<p>I can identify implicit and explicit information from a summary to determine the author’s message. Comprehension Skill: Theme Comprehension Strategy: Visualize Vocabulary Skill: Word parts:</p>	<p>Phonics and Spelling R controlled vowels - eer, ere, ear Approaching level: deer, cheer, tear, here, peer, near, ear, dear, clear, fear, more, store, again, house, inside</p>	<p>Identify implicit and explicit information from a summary to determine the AUTHOR’S MESSAGE, LESSON LEARNED AND/OR</p>	<p>Jan Richardson The Next Step Forward in Guided Reading Fountas and Pinnell resources</p>

	<p>spelling-sound correspondences.</p> <p>L.2.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>L.2.1d In writing or speaking, demonstrate appropriate use of past tense of frequently occurring irregular verbs.</p> <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p>C.2.5 Conduct shared research and writing projects that build knowledge about a topic.</p> <p>** 2.6 paragraph</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>	<p>Root Words</p> <p>Grammar: Irregular Verbs</p> <p>Mechanics: Letter Punctuation</p> <p>Writing: Narrative Text: Poem</p> <p>Ideas: Develop Characters</p> <p>Writing About Reading: Analyze Theme <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>On Level: cheers, steers, heres, deer, jeer, near, ear,dear, clear, spear, store, north, again, house, inside</p> <p>Beyond Level: deer, cheery, steer, here’s, jeering, rear, nearing, dear, appeared, spears, roaring, north, again, house, inside</p> <p>HFW: Again, behind, eyes, gone, happened, house, inside, neither, stood, young</p> <p>Vocabulary: Ashamed, boast, dash holler, plenty, similarities, victory, wisdom</p> <p>Oral Vocabulary: drenched, task, drizzle, blustery, chilly</p> <p>Standards Vocabulary:</p>	<p>MORAL, including but not limited to FABLES AND FOLKTALES FROM DIVERSE CULTURES.</p>	<p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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			Retell, genres, central message, moral, syllable, prefixes, suffixes, root word, irregular verbs		
HOT Questions: What is the moral of the drama? What does _____ represent in the drama?					

Days: 104-107	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 4 Week 5 Genre: Poetry: Free- Verse Poem	RL.2.2 Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures. RL2.4 Describe how words and phrases including but not limited to, regular beats, alliterations, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or	I can identify implicit and explicit information from a summary to determine the author's message. I can describe how words and phrases shape the meaning in a story, poem, or song. Comprehension Skill: Theme	Phonics and Spelling r-Controlled vowels: are, air, ear, ere Approaching level: dare, stare, fare, stairs, pair, chair, bear, pear, where, there, near, here, knew, never, talk On level: dare, stare, fare, hair, pair, chair, bear, pear,	Identify implicit and explicit information from a summary to determine the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL, including but not	Jan Richardson The Next Step Forward in Guided Reading Fountas and Pinnell resources Brainpopjr. Website

	<p>song.</p> <p>RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>L.2.4f Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>L.2.2c When writing use apostrophe to form contractions and possessives.</p> <p>L.2.4e Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p> <p>C.2.2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.</p> <p>C.2.5 Conduct shared research and writing projects that build</p>	<p>Comprehension Strategy: Visualize</p> <p>Vocabulary Skill: Figurative Language: Similes</p> <p>Grammar: Contractions</p> <p>Mechanics: Apostrophes for Contractions</p> <p>Writing: Narrative Text: Poem</p> <p>Word Choice: Sensory Words</p> <p>Writing About Reading: Analyze Word Choice and Provide Opinion <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>where, there, dear, cheer, knew, never, talk</p> <p>Beyond level: snare, stare, fare, hairless, flair, chair, wear, tear, where's, there's, here's, cheery, knew, never, talk</p> <p>HFW: Talk, once, upon, among, touch, bought, never, knew, soon, sorry</p> <p>Vocabulary: Pale, excite, outdoors, drops, alliteration, free verse, repetition, simile</p> <p>Oral Vocabulary: Brood, dunes, plump, swaying, twirling</p> <p>Standards Vocabulary: Retell, genres, moral, regular beats, alliteration, rhyme, repeated lines, rhythm, glossary, thesaurus</p>	<p>limited to FABLES AND FOLKTALES FROM DIVERSE CULTURES.</p>	<p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	knowledge about a topic. ** 2.6 paragraph HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.				
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HOT Question: What does _____ represent in the story? Why does the author choose (rhyming words, alliterations, repeated lines)? How does that make the reading different?

Days: 108-112	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 Week 1 Genre: Realistic Fiction	RL.2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. RF.2.3 B Know spelling-sound correspondences for additional common vowel teams. L.2.1c In writing or speaking demonstrate appropriate use of reflexive pronouns.	I can identify the perspective of characters and tell how that shapes the content of the text. Comprehension Skill: Point of View Comprehension Strategy: Summarize Vocabulary Skill: Word parts: Suffixes -ful, -less Grammar: Pronouns	Phonics and Spelling Diphthongs: ou, ow Approaching level: sound, ouch, cloud, loud, pound, clown, brown, cow, howl, owl, chair, there, been, myself, pushed On level: sound mound, cloud shout, pound, clown, brown, crown, howl, growl, chair, where, been, growl, chair, where, been, myself, pushed	With prompting and support, acknowledge differences in the PERSPECTIVES OF CHARACTERS, including by speaking in a different voice for each character when reading dialogue aloud, and how those PERSPECTIVES	Jan Richardson The Next Step Forward in Guided Reading Fountas and Pinnell resources Brainpopjr. Website Schoolhouse Rock and other

	<p>C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions. **must at least have introduction, 3 details and conclusion but may do more.</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>	<p>Mechanics: Quotation Marks</p> <p>Writing: Informative Text: Explanatory Essay</p> <p>Ideas: Descriptive Details</p> <p>Writing About Reading: Analyze Point of View <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>Beyond Level: wound, pouches, around, bounced, underground, scowling, gown, crown, howling, growling, stare, where's, been,</p> <p>HFW: Answer, been, body, build, head, heard, minutes, myself, pretty, pushed</p> <p>Vocabulary: Champion, determined, issues, promises, responsibility, rights, volunteered, votes</p> <p>Oral Vocabulary: calm, concern, exhausted, offered, treat</p> <p>Standards Vocabulary: Point of View, Expression, Dialogue, vowel team, reflexive pronouns</p>	<p>shape the content of the text</p>	<p>online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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HOT Questions: Who is telling the story? How do you know? Is the narrator and the author the same person? How do you know?

Days: 113-117	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 Week 2 Genre: Realistic Fiction	<p>RL.2.3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.</p> <p>RL.2.6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud and how those perspectives shape the content of the text.</p> <p>RF.2.3 B Know spelling-sound correspondences for additional common vowel teams.</p> <p>L.2.4a Determine or clarify the meaning of unknown and</p>	<p>I can describe how characters react to events to give the meaning of the story development.</p> <p>I can identify the perspective of characters and tell how that shapes the content of the text.</p> <p>Comprehension Skill: Point of View</p> <p>Comprehension Strategy: Summarize</p> <p>Vocabulary Skill: Figurative Language: Idioms</p>	<p>Phonics and Spelling Diphthongs: oy, oi</p> <p>Approaching level: sound, ouch, cloud, loud, pound, clown, brown, cow, howl, owl, chair, there, been, myself, pushed</p> <p>On level: sound, cloud, shout, pound, clown, brown, crown, howl, growl, chair, where, been, myself, pushed</p> <p>Beyond level: wound, pouches, mound, around, bounce,</p>	<p>Describe how CHARACTERS in a story respond to MAJOR EVENTS AND CHALLENGES in order to make meaning of the story development.</p> <ul style="list-style-type: none"> • With prompting and support, acknowledge differences in the PERSPECTIVES OF CHARACTERS, including by speaking in a different voice for each character 	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled</p>

	<p>multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>L.2.1c In writing or speaking demonstrate appropriate use of reflexive.</p> <p>C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>	<p>Grammar: Pronouns (& Reflective Pronouns -I, me, we, us)</p> <p>Mechanics: Capitalizing the pronoun "I"</p> <p>Writing: Informative Text: Explanatory Essay</p> <p>Organization: Sentence Fluency: Varying Sentence Length</p> <p>Writing About Reading: Analyze Point of View <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>underground, scowling,gown, crown, howling,</p> <p>HFW: Brought, busy, else, happy, I'll, laugh, love, maybe, please, several</p> <p>Vocabulary: Amused, cooperate, describe, entertained, imagination, interact, patient, peaceful</p> <p>Oral Vocabulary: audience, decorate, instructions, pretended, shiver</p> <p>Standards Vocabulary: Characters, conflict, plot, problem/ Solution, major events, challenges, expression, dialogue, vowel teams, context clues, pronouns</p>	<p>when reading dialogue aloud, and how those PERSPECTIVES shape the content of the text.</p>	<p>readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
<p>HOT Questions: What problem does (character) have in the story? What is the solution to their problem?</p>					

Days: 118-122	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 week 3 Genre: Biography	<p>RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p> <p>RF.2.3 B Know spelling-sound correspondences for additional common vowel teams.</p> <p>L.2.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>C.2.3 Compose narratives, using writing and digital resources, to develop real or</p>	<p>I can describe the connection between _____ over the course of a text. (depends on text choice)</p> <p>Comprehension Skill: Connections Within Texts: Sequence</p> <p>Comprehension Strategy: Summarize</p> <p>Vocabulary Skill: Context Clues: Summarize</p> <p>Grammar: Possessive Pronouns</p> <p>Mechanics: Capitalize Proper Nouns</p> <p>Writing: Informative Text:</p>	<p>Phonics and Spelling Oo, u, u_e, ew, ue, oo, ou, u</p> <p>Approaching Level: flu, June, dew, clue, suit, cook, could, pull, put, point, joy, along, ever, strong</p> <p>On level: room, flu, June, new, glue, fruit, crook, could, full, push, point, coin, along, ever, strong</p> <p>Beyond Level: school, flu, June, chewed, glued, fruitcake, crooks, should, full, pushing, moist, coins, along, ever, strong</p>	<p>Describe how CHARACTERS in a story respond to MAJOR EVENTS AND CHALLENGES in order to make meaning of the story development</p>	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p>

	<p>imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions. **must at least have introduction, 3 details and conclusion but may do more.</p>	<p>Explanatory Essay</p> <p>Organization: Sequence</p> <p>Writing About Reading: Analyze Sequence <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>HFW: Air, along, always, draw, during, ever, meant, nothing, story, strong</p> <p>Vocabulary: Agree, challenging, discover, heroes, interest, perform, study, succeed</p> <p>Oral Vocabulary: competing, inspired, limited, overcome, refused</p> <p>Standards Vocabulary: Connections, biographies, historical events, sequencing, vowel teams, context clues</p>		<p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
<p>HOT Questions: What are the most important events/ideas/ steps to remember? Why are those the most important?</p>					

Days: 123-127	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 Week 4 Genre: Realistic Fiction	<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RF.2.3 B Know spelling-sound correspondences for additional common vowel teams.</p> <p>L.2.4f Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>L.2.2c When writing use apostrophe to form contractions and possessives.</p> <p>C.2.3 Compose narratives, using writing and digital</p>	<p>I can describe how characters react to events to give the meaning of the story development.</p> <p>Comprehension Skill: Plot: Problem and Solution</p> <p>Comprehension Strategy: Make, Confirm, Revise Predictions</p> <p>Vocabulary Skill: Word Relationships: Homophones</p> <p>Grammar: Contractions</p> <p>Mechanics: Apostrophes</p> <p>Writing: Informative Text: Compare/ Contrast</p> <p>Word Choice: Linking Words</p> <p>Writing About Reading: Analyze Character, Setting, and Plot <i>(This is done during core</i></p>	<p>Phonics and Spelling a, aw, au, augh, al, ough</p> <p>Approaching level: ball, mall, paw, jaw, pause, sauce, taught, chalk, walk, cough, June, could, city, own, read</p> <p>On Level: ball, small, paw, jaw, pause, sauce, taught, chalk, walk, sought, new, fruit, city, own, read</p> <p>Beyond Level: balls, smaller, because, caught, pause, sauce, taught, chalkboard, walked, sought, glued, should, city, own, read</p> <p>HFW: city, father,</p>	<p>Describe how CHARACTERS in a story respond to MAJOR EVENTS AND CHALLENGES in order to make meaning of the story development.</p>	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL,</p>

	<p>resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>	<p><i>reading instruction to lift reading comprehension.)</i></p>	<p>moher, o'clock, own, questions, read, searching, sure, though</p> <p>Vocabulary: Curious, distance, earth resources, enormous, gently, proudly, rarely, supply</p> <p>Oral Vocabulary: hesitated, memorable, pollution, reasons, suggest</p> <p>Standard Vocabulary: Characters, conflict, plot, problem/ solution, major events, challenges, vowel team, Context clues</p>		<p>Lexia. Accelerated Reader</p>
<p>HOT Questions: How does (character) feel at this point of the story? How do you know?</p>					

Days: 128-132	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 5 week 5 Genre: Informa- tional Text: Expository	<p>RI.2.3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p> <p>RI.2.5 Identify and describe informational text structures including sequence, chronological and descriptive structures and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</p> <p>RI.2.6 Identify the main purpose of a text, including by speaking in a different voice for each character when reading dialogue aloud and how those perspectives shape the content of the text.</p> <p>RF.2.3 B Know spelling-sound correspondences for additional common vowel teams.</p> <p>L.2.4a Determine or clarify the</p>	<p>I can describe the connection between _____ over the course of a text. (depends on text choice)</p> <p>I can identify text structures and describe the logical connection between sentences and paragraphs and how they contribute to the overall structure.</p> <p>I can identify the main purpose of a text to explain the content of the text.</p> <p>Comprehension Skill: Connections Within Text: Cause and Effect</p> <p>Comprehension Skill: Author's Purpose</p> <p>Comprehension Strategy: Make, Confirm, Revise Predictions</p>	<p>Phonics and Spelling Short Vowel digraphs: ea, ou y</p> <p>Approaching Level: dead, ahead, lead, tread, bread, dread, touch, trouble, gym, myth, mall, chalk, instead, whole, words</p> <p>On Level: dead, ahead, lead, thread, bread, breath, touch, trouble, gym, myth, small, chalk, instead, whole, words</p> <p>Beyond Level: dead, tread, lead, thread, breads, breathless, touches, trouble, gym, myth, smaller, chalkboard, instead, whole, words</p> <p>HFW:</p>	<p>Describe the connection between INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text.</p> <ul style="list-style-type: none"> Identify and describe INFORMATIONAL TEXT STRUCTURES, including SEQUENCE/ CHRONOLOGICAL AND DESCRIPTIVE STRUCTURES, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure 	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia,</p>

	<p>meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.</p> <p>C.2.6 Collect information from real-world experiences or provided sources to answer or generate.</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters.</p>	<p>Vocabulary Skill: Context Clues: Multiple-Meaning Words</p> <p>Grammar: Pronoun-Verb Agreement</p> <p>Mechanics: Book Titles</p> <p>Writing: Informative Text: Compare/ Contrast</p> <p>Voice: Formal Vs. Informal</p> <p>Writing About Reading: Analyze Cause and Effect <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>Anything, children, everybody, instead, paper, person, voice, whole, woman, words</p> <p>Vocabulary: Exclaimed, finally, form, history, public, rules, united, writers</p> <p>Oral Vocabulary: elected, permission, recycle, services, transportation</p> <p>Standards Vocabulary: Scientific ideas, text features, author's purpose, context clues, vowel teams</p>		Accelerated Reader
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HOT Questions: What are the most important events/ideas/ steps to remember? Why are those the most important? Why does the author write this? What does the author want you to learn/think/do?

Days: 133-138	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 Week 1 Genre: Myth	<p>RL.2.2 Identify implicit and explicit information from a summary to determine the author’s message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.</p> <p>RF.2.3 E Identify words with inconsistent but common spelling-sound correspondences.</p> <p>L.2.4a Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>L.2.1e In writing and speaking, demonstrate appropriate use of adjectives and adverbs in sentence formation.</p> <p>C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using</p>	<p>I can identify implicit and explicit information from a summary to determine the author’s message.</p> <p>Comprehension Skill: Theme</p> <p>Comprehension Strategy: Reread</p> <p>Vocabulary Skill: Sentence Clues</p> <p>Grammar: Adjectives</p> <p>Mechanics: Commas in a Series</p> <p>Writing: Informative Text: Summary</p> <p>Organization: Strong Openings</p> <p>Writing About Reading: Analyze Theme <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>Phonics and Spelling Closed syllables and open syllables</p> <p>Approaching level: magnet, publish, pocket, ticket, lady, gravy, solo, open, odor, bread, touch, door, front, someone</p> <p>On Level: pencil, magnet, publish, supper, letter, lady, gravy, solo, open, odor, lead, touch, door, front, someone</p> <p>Beyond Level: pencil, magnet, publish, supper, letter, lady, gravy, solo, dinosaur, crocodile, lead, touches, door, front, someone</p> <p>HFW: Door, front, order, probably, remember, someone, tomorrow,</p>	<p>Identify implicit and explicit information from a summary to determine the AUTHOR’S MESSAGE, LESSON LEARNED AND/OR MORAL, including but not limited to FABLES AND FOLKTALES FROM DIVERSE CULTURE</p>	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>

	<p>effective technique, descriptive details and clear sequences.</p> <p>C.2.6 Collect information from real-world experiences or provided sources to answer or generate 39 questions. (must at least have introduction, 3 details and conclusion but may do more)</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters. (try spelling tests in cursive)</p>		<p>what's, worry, yesterday</p> <p>Vocabulary: Appeared, crops, develop, edge, golden, rustled, shining, stages</p> <p>Oral Vocabulary: disturb, entire, magnificent, stumbled, trembled</p> <p>Standards Vocabulary: Retell, genres, myth, moral, central message, context clues, adjectives, adverbs,</p>		
<p>HOT Question: What is the story trying to teach you? What is the moral of the story?</p>					

Days:	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
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139-143					
<p>Unit 6 Week 2</p> <p>Genre: Informa- Tional Text: Expository</p>	<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.</p> <p>RI.2.8 Describe how reasons support specific claims the author makes in a text.</p> <p>RI.2.9 Describe the relationship between information from two or more texts on the same theme or topic.</p> <p>RF.2.3 C. Decode regularly spelled 2-syllable words with long vowels.</p> <p>L.2.4a Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as the meaning of word or phrase.</p> <p>C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using</p>	<p>I can identify the main purpose of a text to explain the content of the text.</p> <p>I can describe how reasons support the authors claim in a text.</p> <p>I can describe the relationship between two texts on the same topic.</p> <p>Comprehension Skill: Author’s Purpose</p> <p>Comprehension Strategy: Reread</p> <p>Vocabulary Skill: Context Clues: Paragraph Clues</p> <p>Grammar: Use Articles and “This, That, These, and Those”</p> <p>Mechanics: Capitalize Names and Titles</p> <p>Writing: Informative Text: Summary</p>	<p>Phonics and Spelling CVCe syllables</p> <p>Approaching level: place, replace, nine, ninety, side, sidewalk, face, outside, pole, tadpole, pocket, magnet, alone, beside, round</p> <p>On Level: state, replace, nine, ninety, side, sidewalk, face, outside, these, tadpole, letter, magnet, alone, beside, round</p> <p>Beyond Level: place, replace, nine, ninety, side, sidewalk, relate, outside, compete, tadpole, publish, magnet, alone, beside, round</p> <p>HFW: Alone, become, beside, four, hello, large, notice, round, suppose, surprised</p>	<p>Identify the MAIN PURPOSE of a text, including what the author wants to ANSWER, EXPLAIN OR DESCRIBE, and how that purpose shapes the content of the text.</p> <ul style="list-style-type: none"> Describe how REASONS support specific CLAIMS the author makes in a text. Describe the relationship between information from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC 	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>

	<p>effective technique, descriptive details and clear sequences. C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions. (must at least have introduction, 3 details and conclusion but may do more) HW.2.1 Introduce formation of all uppercase and lowercase cursive letters. (try spelling tests in cursive)</p>	<p>Word Choice: Content Words</p> <p>Writing About Reading: Analyze Author's Purpose <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>Vocabulary: Electricity, energy, flows, haul, power, silent, solar, underground</p> <p>Oral Vocabulary: charge, effects, rushes, slight, streak</p> <p>Standards Vocabulary: Author's purpose, reasons, text, compare/ contrast, syllable, context clues</p>		
<p>HOT Questions: What does the author want you to think/learn/do? Can you find the reason why the author thinks _____?</p>					

<p>Days: 144-148</p>	<p>KAS:</p>	<p>Skills/Targets:</p>	<p>Vocabulary:</p>	<p>Strategies:</p>	<p>Resources:</p>
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<p>Unit 6 Week 3</p> <p>Genre: Informa- tional Text: Expository</p>	<p>RI.2.2 Identify implicit and explicit information from a summary to determine the central idea of a text.</p> <p>RI.2.7 identify information gained from visuals and words in the text and explain how that information contributes to the understanding of the text.</p> <p>RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.</p> <p>L.2.4b Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>L.2.1e In writing and speaking, demonstrate appropriate use of adjectives and adverbs in sentence formation.</p> <p>C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive</p>	<p>I can identify implicit and explicit information to determine the central idea of a text.</p> <p>I can identify information from visuals and words to show understanding of the text.</p> <p>Comprehension Skill: Main topic and Key Details</p> <p>Comprehension Strategy: Summarize</p> <p>Vocabulary Skill: Word parts: Greek and Latin Roots</p> <p>Grammar: Compare</p> <p>Mechanics: Apostrophes</p> <p>Writing: Informative Text: Summary</p> <p>Ideas: Supporting Details</p> <p>Writing About Reading: Analyze Text Features <i>(This is done during core reading instruction to lift</i></p>	<p>Phonics and Spelling Consonant & -le (el, al) syllables</p> <p>Approaching level: lit, little, set, settle, rip, ripple, pad, paddle, mid, middle, outside, place, follow, listen, something</p> <p>On Level: lit, little, set, settle, rip, ripple, pad, paddle, middle, bubble, outside, replace, follow, listen, something</p> <p>Beyond Level: circle, little, gentle, settle, drizzle, ripple, uncle, paddle, middle, bubble, outside, compete, follow, listen, something</p> <p>HFW: Above, brother, follow, listen, month, soft, something, song,</p>	<ul style="list-style-type: none"> Identify implicit and explicit information from a summary to determine the CENTRAL IDEA of a text. 	<p>Jan Richardson The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	<p>details and clear sequences. C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions. (must at least have introduction, 3 details and conclusion but may do more) HW.2.1 Introduce formation of all uppercase and lowercase cursive letters. (try spelling tests in cursive)</p>	<p><i>reading comprehension.)</i></p>	<p>who's, wind</p> <p>Vocabulary- exploration, important, machines, prepare, repair, result, scientific, teamwork</p> <p>Oral Vocabulary: attach, collect, deliver, experiments, nations</p> <p>Standards Vocabulary: Focus, main topic, paragraph, image, diagram, clarify, explain, prefix, adjectives, adverbs</p>		
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HOT Questions: The text says _____? Where do you see this happening in the illustration/image? What does this diagram show? Can you explain it?

Days: 149-153	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 week 4	RI.2.3 Describe the connection between individuals, historical	I can describe the connection between	Phonics and Spelling Vowel Team Syllables	Describe the connection	Jan Richardson

<p>Genre: Informa- Tional Text: Expository</p>	<p>events, scientific ideas or concepts or steps in technical procedures over the course of a text. RF.2.3 B Know spelling-sound correspondences for additional common vowel teams. L.2.4f Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (must at least have an introduction, 3 details and conclusion but may do more.) C.2.6 Collect information from real-world experiences or provided sources to answer or</p>	<p>_____ over the course of a text. (depends on text choice)</p> <p>Comprehension Skill: Connections Within Text: Problem and Solution</p> <p>Comprehension Strategy: Summarize</p> <p>Vocabulary Skill: Context Clues: Paragraph Clues</p> <p>Grammar: Adverbs and Prepositional Phrases</p> <p>Mechanics: Capitalization</p> <p>Writing: Informative Text: Research Report</p> <p>Organization: Strong Conclusions</p> <p>Writing About Reading: Analyze Text Connections (<i>This is done during core reading instruction to lift reading comprehension.</i>)</p>	<p>Approaching Level: way, away, root, balloon, play, display, reach, enjoy, plain, explain, little, middle, complete, enough, river</p> <p>On Level: way, away, root, balloon, play, display, reach, enjoy, explain, meadow, little, middle, complete, enough, river</p> <p>Beyond Level: repeat, away, ball, balloon, play, display, raccoon, enjoy, explain, meadow, middle, gentle, complete, enough, river</p> <p>HFW: against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window</p>	<p>between INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text</p>	<p>The Next Step Forward in Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	<p>generate questions. HW.2.1 Introduce formation of all uppercase and lowercase cursive letters. (try spelling tests in cursive)</p>		<p>Vocabulary: Invented, money, prices, purchase, record, system, value, worth</p> <p>Oral Vocabulary: charity, image, popular, portrait, symbol</p> <p>Standards Vocabulary: Technical procedures, connections, vowel teams, adjectives, adverbs</p>		
<p>HOT Questions: What are the most important events/ideas/ steps to remember? Why are those the most important?</p>					

Days: 154-158	KAS:	Skills/Targets:	Vocabulary:	Strategies:	Resources:
Unit 6 Week 5	RL.2.6 With prompting and support, acknowledge	I can identify the perspective of characters and tell how that shapes the content of the text.	Phonics and Spelling r-Controlled Vowel	With prompting and support,	Jan Richardson The Next Step Forward in

<p>Genre: Realistic Fiction</p>	<p>differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. RF.2.3 B Know spelling-sound correspondences for additional common vowel teams. L.2.4f Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe. L.2.1e In writing and speaking, demonstrate appropriate use of adjectives and adverbs in sentence formation. C.2.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive</p>	<p>Comprehension Skill: Point of View</p> <p>Comprehension Strategy: Summarize</p> <p>Vocabulary Skill: Metaphors</p> <p>Grammar: Adjectives and Adverbs</p> <p>Mechanics: Sentence Punctuation</p> <p>Writing: Informative Text: Research Report</p> <p>Word Choice: Strong Words</p> <p>Writing About Reading: Analyze Point of View <i>(This is done during core reading instruction to lift reading comprehension.)</i></p>	<p>syllables</p> <p>Approaching Level: jumper, higher, star, stars, garden, better, dinner, doctor, market, hair, play, display, afternoon,</p> <p>On Level: jumper, higher, star, starry, garden, better, dinner, doctor, market, hairy, enjoy, display, afternoon, anyone, everything</p> <p>Beyond Level: jumper, higher, stars, starry, garden, better, dinner, doctor, market, hairy, enjoy, meadow, afternoon, anyone, everything</p> <p>HFW: scientist, wherever, everything, ahead, somehow, pretend, afternoon, anyone, trouble, throughout</p> <p>Vocabulary:</p>	<p>acknowledge differences in the PERSPECTIVES OF CHARACTERS, including by speaking in a different voice for each character when reading dialogue aloud, and how those PERSPECTIVES shape the content of the text.</p>	<p>Guided Reading</p> <p>Fountas and Pinnell resources</p> <p>Brainpopjr. Website</p> <p>Schoolhouse Rock and other online tutorial videos</p> <p>Leveled readers</p> <p>Newsela, Epic Books, ReadWorks IXL, Lexia, Accelerated Reader</p>
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	<p>details and clear sequences. (must at least have an introduction, 3 details and conclusion but may do more.)</p> <p>C.2.6 Collect information from real-world experiences or provided sources to answer or generate questions.</p> <p>HW.2.1 Introduce formation of all uppercase and lowercase cursive letters. (try spelling test in cursive)</p>		<p>Create, dazzling, imagination, seconds, beats, message, metaphor, repeated lines</p> <p>Oral Vocabulary: flash, igloo, moat, orchestra, snore</p> <p>Standard Vocabulary: answer, describe, explain, main purpose, context clues, adverbs, adjectives</p>		
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HOT Question: Can you change your voice to match the character when you read? Whose point of view is this story being told from? How do you know?