



## *Greenwich/Stow Creek Partnership Schools* **Curriculum Guide for Language Arts**

<i>Course Name</i>	<b>English Language Arts</b>
<i>Grade Level(s)</i>	<b>Second Grade</b>
<i>School</i>	<b>Morris Goodwin School</b>
<i>Initial Year of Implementation</i>	<b>2024-2025</b>
<i>Length of Course</i>	<b>1 School Year</b>

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**Approved by the Board of Education**  
**Stow Creek Board of Education: 8-22-2024**  
**Greenwich Board of Education: 8-21-2024**

## Grade 2 – Marking Period 1 – Length 9 weeks

Reading - Module 1, Module 2, Module 3

Spelling - Module 1, Module 2, Module 3

Grammar - Module 1, Module 2, Module 3

Writing - Module 1, Module 2

### Marking Period 1 Overview

In Marking Period 1 Reading, students will learn to:

- identify the central idea of a text; identify plot elements of a text; identify author's purpose of a text; ask and answer questions about a text; make inferences about a text; identify elements of poetry; ask and answer questions about a text

In Marking Period 1 Spelling, students will learn to:

- spell words with short vowels; spell words with long a and long i; spell words with short and long vowels; words with blends l, r, s; spell words with final blends; double final consonants; consonant digraphs

In Marking Period 1 Grammar, students will learn to:

- identify subjects and predicates in sentences; identify singular and plural nouns; identify proper nouns; types of verbs; compound subjects and predicates

In Marking Period 1 Writing, students will learn to:

- write a paragraph; write a narrative; write a descriptive essay

### Critical Knowledge & Skills

*Enduring Understanding*

*Essential Questions*

The following is the [link to the enduring understandings](#) which

**Reading**

are covered throughout the unit.

- How do readers discover the central message or lesson of a text?
- How do readers identify and describe story elements?
- How do the elements of poetry help in understanding a poem?
- Why is making inferences about a text important in understanding it?
- Why is understanding the author's purpose of a text important?
- How can asking and answering questions help me understand the text?

**Spelling**

- How are words made up of sounds?
- How can sounds help me understand a word?

**Grammar**

- Why is grammar important when speaking or writing?

**Writing**

- How can I relate sentences together to make a paragraph?
- How can I relate events together to write a narrative?
- Why are conventions important when writing?

*Career Readiness Practices (CRPs)*

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

Grade 2 – Marking Period 1- 9 Weeks		
Language		
<i>Reading Language Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<b>Module 1: Weeks 1-3</b> <b>Module 2: Weeks 4-6</b> <b>Module 3: Weeks 7-9</b>  L.RF.2.3.A-G L.RF.2.4.A-C L.VL.2.2.A-E	<ul style="list-style-type: none"> <li>● know and apply grade-level phonics and word analysis in decoding words</li> <li>● read with sufficient fluency</li> <li>● determine the meaning of unknown words using multiple strategies</li> </ul>	HMH Anchor Charts Vocabulary Cards  HMH Weekly Bundle pages  <u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos SMARTBoard EPIC
<i>Writing Language Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<u><b>Module 1</b></u>  <u><b>Week 1:</b></u>	<u><b>Week 1:</b></u>	<b>Spelling</b>

<p>S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p>	<ul style="list-style-type: none"> <li>● identify and write letters for short a and short i sounds</li> <li>● identify the subject and predicate of a sentence</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write letters for short e, short o and short u sounds</li> <li>● identify a complete sentence</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write letters for long a and long i sounds</li> <li>● identify the four different types of sentences</li> </ul>	<p>Know It, Show It pages Spotlight on Sounds Spelling pretest and test HMH Weekly Practice Bundle</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p> <p><b>Grammar</b> Display and Engage slides HMH Weekly Practice Bundle HMH Grammar Printables</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p>
<p><b><u>Module 2</u></b></p> <p><b><u>Week 1:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write letters for long o and long u sounds</li> <li>● identify the subject and predicate of a sentence</li> </ul>	<p><b>Spelling</b> Know It, Show It pages Spotlight on Sounds Spelling pretest and test HMH Weekly Practice Bundle</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p>

<p>S: L.WF.2.3.A-G S: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write letters for short and long vowels</li> <li>● identify a complete sentence</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write blends using l, r, s</li> <li>● identify the four different types of sentences</li> </ul>	<p><b>Grammar</b> Display and Engage slides HMH Weekly Practice Bundle HMH Grammar Printables</p> <p><b><u>Technology resources:</u></b> HMH Into Reading website YouTube supplemental videos</p>
<p><b><u>Module 3</u></b></p> <p><b><u>Week 1:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write final consonant blends</li> <li>● identify proper nouns</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with double final consonants</li> <li>● identify action verbs</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p>	<p><b>Spelling</b> Know It, Show It pages Spotlight on Sounds Spelling pretest and test HMH Weekly Practice Bundle</p> <p><b><u>Technology resources:</u></b> HMH Into Reading website YouTube supplemental videos</p> <p><b>Grammar</b> Display and Engage slides HMH Weekly Practice Bundle HMH Grammar Printables</p>

G: L.KL.2.1.A-B	<ul style="list-style-type: none"> <li>• identify and write consonant digraphs</li> <li>• identify compound subjects and predicates</li> </ul>	<u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos
<b>Reading</b>		
<i>Reading Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b><u>Module 1</u></b></p> <p><b><u>Week 1:</u></b>  <b>RI.CI.2.2, RI.PP.2.5:</b> Central Idea  <b>RL.PP.2.5, RI.CR.2.1:</b> Ask and Answer Questions  <b>RL.TS.2.4, RL.MF.2.6:</b> Setting</p> <p><b><u>Week 2:</u></b>  <b>RI.CI.2.2, RI.PP.2.5:</b> Central Idea  <b>RI.PP.2.5:</b> Author’s Purpose</p> <p><b><u>Week 3:</u></b>  <b>RL.IT.2.3:</b> Characters  <b>RI.CI.2.2, RI.PP.2.5:</b> Central Idea</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>• identify the main topic of a text</li> <li>• ask questions such as who, what, where, when, why and how to demonstrate key details in a text</li> <li>• identify the setting of a text</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>• identify the main topic of a text</li> <li>• identify the author’s purpose of a text</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>• analyze the internal traits and external traits of a character</li> <li>• identify the main topic of a text</li> </ul>	<p><b><u>Week 1:</u></b>  <b>Teacher Read Aloud:</b> <i>Meet the Dogs of Bedlam Farm</i>  <b>Shared Reading:</b> <i>We Are Super Citizens &amp; Clark the Shark</i></p> <p><b><u>Week 2:</u></b>  <b>Teacher Read Aloud:</b> <i>The William Hoy Story</i>  <b>Shared Reading:</b> <i>The Great Puppy Invasion &amp; Being a Good Citizen</i></p> <p><b><u>Week 3:</u></b>  <b>Teacher Read Aloud:</b> <i>Violet the Pilot</i>  <b>Shared Reading:</b> <i>Picture Day Perfection &amp; Get Involved: Be Awesome!</i></p> <p><b><u>Week 1 - Week 3:</u></b>  HMH Anchor Charts</p>

		<p>Vocabulary Cards HMH Weekly Bundle pages</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p>
<p><b><u>Module 2</u></b></p> <p><b><u>Week 1:</u></b> RI.PP.2.5: Author’s Purpose RI.CI.2.2, RI.PP.2.5: Central Idea RL.MF.2.6: Make Inferences</p> <p><b><u>Week 2:</u></b> <b>RL.TS.2.4, RL.MF.2.6:</b> Setting <b>RI.MF.2.6:</b> Connect Text and Visuals <b>L.VI.2.3.A-C:</b> Elements of Poetry</p> <p><b><u>Week 3:</u></b> <b>RI.CI.2.2, RI.PP.2.5:</b> Central Idea <b>RL.CR.2.1, RI.CR.2.1:</b> Ask and Answer Questions</p>	<p><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify the author’s purpose of a text</li> <li>● identify the main topic of a text</li> <li>● use the text and illustrations to make inferences</li> </ul> <p><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify the setting of a text</li> <li>● make connections between text and visuals to guide understanding</li> <li>● identify the elements of poetry</li> </ul> <p><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● identify the main topic of a text</li> <li>● ask questions such as who, what, where, when, why</li> </ul>	<p><b><u>Week 1:</u></b> <b>Teacher Read Aloud:</b> <i>The Important Book</i> <b>Shared Reading:</b> <i>What’s the Matter? &amp; Many Kinds of Matter</i></p> <p><b><u>Week 2:</u></b> <b>Teacher Read Aloud:</b> <i>It’s Only Stanley</i> <b>Shared Reading:</b> <i>The Great Fuzz Frenzy &amp; Water Rolls, Water Rises</i></p> <p><b><u>Week 3:</u></b> <b>Teacher Read Aloud:</b> <i>If You Find a Rock</i> <b>Shared Reading:</b> <i>The Puddle Puzzle &amp; Looking at Art</i></p> <p><b><u>Week 1 - Week 3:</u></b> HMH Anchor Charts Vocabulary Cards HMH Weekly Bundle pages</p>



<p><b><u>Module 3</u></b></p> <p><b><u>Week 1:</u></b>  <b>RI.CI.2.2, RI.PP.2.5:</b> Central Idea  <b>RL.PP.2.5:</b> Point of View</p> <p><b><u>Week 2:</u></b>  <b>RL.CI.2.2:</b> Theme  <b>RI.CI.2.2, RI.PP.2.5:</b> Central Idea  <b>RI.PP.2.5:</b> Author's Purpose  <b>RL.TS.2.4:</b> Chronological Order</p> <p><b><u>Week 3:</u></b>  <b>RL.CI.2.2:</b> Theme  <b>RI.PP.2.5:</b> Author's Purpose</p>	<p>and how to demonstrate key details in a text</p> <p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify the main topic of a text</li> <li>● identify first and third person points of view</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify the main theme of a text</li> <li>● identify the main topic of a text</li> <li>● identify the author's purpose of a text</li> <li>● describe the order of events in a text</li> </ul>	<p><u>Technology resources:</u>  HMH Into Reading website  YouTube supplemental videos</p> <p><b><u>Week 1:</u></b>  <b>Teacher Read Aloud:</b> <i>Mango, Abuela, and Me</i>  <b>Shared Reading:</b> <i>Meet Me Halfway &amp; Big Red Lollipop</i></p> <p><b><u>Week 2:</u></b>  <b>Teacher Read Aloud:</b> <i>Three Hens and a Peacock</i>  <b>Shared Reading:</b> <i>Working with Others &amp; Gingerbread for Liberty!</i></p> <p><b><u>Week 3:</u></b>  <b>Teacher Read Aloud:</b> <i>Serious Farm</i>  <b>Shared Reading:</b> <i>Pepita and the Bully &amp; Be a Hero! Work It Out!</i></p> <p><b><u>Week 1 - Week 3:</u></b>  HMH Anchor Charts  Vocabulary Cards  HMH Weekly Bundle pages</p> <p><u>Technology resources:</u></p>
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	<p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>• identify the main theme of a text</li> <li>• identify the author’s purpose of a text</li> </ul>	<p>HMH Into Reading website YouTube supplemental videos</p>
<b>Writing</b>		
<i>Writing Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b><u>Module 1:</u></b></p> <p><b>W.WP.2.4.A-C:</b> Paragraphs <b>W.RW.2.7</b> <b>W.NW.2.3.A-E:</b> Narratives <b>W.RW.2.7</b></p>	<ul style="list-style-type: none"> <li>• write paragraphs with guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing</li> <li>• engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames</li> <li>• write narratives based on real or imagined experiences or events with basic story elements</li> <li>• engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames</li> </ul>	<p>Anchor Charts Graphic organizers Teacher modeling</p> <p><u>Technology resources:</u> Laptops YouTube supplemental videos</p>
<p><b><u>Module 2:</u></b> Descriptive Essay <b>W.IW.2.2</b> <b>W.WP.2.4</b></p>	<ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas and information.</li> <li>• With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	<p>Anchor Charts Graphic organizers Teacher modeling</p> <p><u>Technology resources:</u> Laptops Google Apps (Docs, Slides, etc) YouTube supplemental videos</p>
<b>Speaking &amp; Listening</b>		
<i>Speaking &amp; Listening</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>

Standards		
<p> <b>Module 1: Weeks 1-3</b>  <b>Module 2: Weeks 4-6</b>  <b>Module 3: Weeks 7-9</b> </p> <p> SL.PE.2.1.A-C  SL.II.2.2  SL.ES.2.3  SL.PI.2.4  SL.UM.2.5  SL.AS.2.6 </p>	<ul style="list-style-type: none"> <li>● participate in collaborative conversations with diverse partners about grade-level topics with peers and adults</li> <li>● recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> <li>● ask and answer questions about speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</li> <li>● tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</li> <li>● use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify idea, thoughts, and feelings</li> <li>● produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	<p> Turn and talk  Interactive read alouds  Teacher observation  Student illustrations </p> <p> <u>Technology Resources:</u>  Google Slides presentations </p>

Reading Horizons	Related Standards
<p>Chapter 1:  Lesson 1. Letter Group 1: A, M, S, T, P and the Slide  Lesson 2. Letter Group 2: I, F, N, G, B and Building Words  Lesson 3. Letter Group 3: O, R, H, V, J and Nonsense Words  Lesson 4. Letter Group 4: E, W, D, L, and Y  Lesson 5. Letter Group 5: U, Q, Z, X, C, and K  Lesson 6. Spelling with c and k  Chapter 2:  Lesson 7. Digraphs: Voiced and Voiceless th  Lesson 8. Digraphs: ch and sh  Lesson 9. Digraphs: wh and ph  Lesson 10. L-Blends: bl, cl, fl, gl, pl, and sl  Lesson 11. R-Blends: br, cr, dr, fr, gr, pr, and tr  Lesson 12. L-Blends and R-Blends with Digraphs  Lesson 13. S-Blends: sc, sk, sl, sm, sn, sp, st, and sw  Lesson 14. Final Blends: -sk, -sp, -st and W-Blends: tw, dw, sw  Lesson 15. Plurals: -s  Lesson 16. Double s, f, and z  Lesson 17. Plurals: -es  Lesson 18. Double L: -all and -oll  Lesson 19. Double L: -ell, -ill, and -ull  Lesson 20. Double L with Blends and Digraphs  Lesson 21. Three Sounds of -ED: -ed as /t/ and /d/  Lesson 22. -NG Glued Sounds: -ang and -ing  Lesson 23. -NG Glued Sounds: -ong and -ung  Lesson 24. -NK Glued Sounds: -ank and -ink  Lesson 25. -NK Glued Sounds: -onk and -unk  Lesson 26. Glued Sounds with Digraphs and Blends  Lesson 27. Adding Suffixes -ed and -ing to Double L and Glued Sounds</p>	<ul style="list-style-type: none"> <li>● L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>A. Know spelling-sound correspondences for common vowel teams.</li> <li>B. Decode regularly spelled two-syllable words with long vowels.</li> <li>C. Decode words with common prefixes and suffixes.</li> <li>D. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>E. Recognize and read grade-appropriate irregularly spelled words.</li> <li>F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).</li> <li>G. Identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> </li> <li>● L.WF.2.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> <li>A. Write legibly and with sufficient fluency to support composition.</li> <li>B. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ul style="list-style-type: none"> <li>i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck</li> <li>ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.</li> </ul> </li> </ul> </li> <li>● L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. <ul style="list-style-type: none"> <li>A. Regular, single-syllable words that include: <ul style="list-style-type: none"> <li>i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).</li> <li>ii. Complex consonant blends (scr, str, squ).</li> <li>iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).</li> <li>iv. Vowel-r combinations (turn, star, third, four/for).</li> <li>v. Contractions (we'll; I'm; they've; don't).</li> <li>vi. Homophones (bear, bare; past, passed).</li> <li>vii. Plurals and possessives (its, it's).</li> </ul> </li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>B. Regular two- and three-syllable words that:<ul style="list-style-type: none"><li>i. Combine closed, open, vowel team, vowel –r and CVC syllables (compete; robot; violet; understand).</li><li>ii. Are compounds comprising familiar parts (houseboat; yellowtail).</li><li>iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).</li></ul></li><li>C. Words with suffixes that require:<ul style="list-style-type: none"><li>i. consonant doubling (penning, slimmed).</li><li>ii. dropping silent-e (smiled, paving).</li></ul></li><li>D. Most often used words in English:<ul style="list-style-type: none"><li>i. Irregular words (against, many, enough, does).</li><li>ii. Pattern-based words (which, kind, have).</li></ul></li></ul> |
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## Grade 2 – Marking Period 2 – Length 9 weeks

Reading - Module 4, Module 5, Module 6

Spelling - Module 4, Module 5, Module 6

Grammar - Module 4, Module 5, Module 6

Writing - Module 4, Module 6

### Marking Period 2 Overview

In Marking Period 2 Reading, students will learn to:

- identify the central idea of a text; identify point of view; identify author's purpose of a text; identify the theme of a text; identify the chronological order of a text; identify the story structure; make inferences about a text; identify elements of drama; identify figurative language

In Marking Period 2 Spelling, students will learn to:

- spell words with k and ck; spell words with long a patterns; spell words using the long e vowel sound; spell words with the long o vowel sound; spell words with the long i vowel sound; spell homophones; spell words with suffixes -s and -es; spell words with sounds for c and g; spell words with the r-controlled vowel ar

In Marking Period 2 Grammar, students will learn to:

- identify verbs in present, past, and future tenses; identify compound sentences; use quotation marks accurately and appropriately; identify proper nouns; use abbreviations accurately and appropriately; identify pronouns; identify subject-verb agreement; identify the verb *be*

In Marking Period 2 Writing, students will learn to:

- write an imaginative story

### Critical Knowledge & Skills

*Enduring Understandings*

[Essential Questions](#)

The following is the [link to the enduring understandings](#) which are covered throughout the unit.

### **Reading**

- Why is identifying the main topic from the text important?
- How can I use the details of the text to express the theme?
- How can I include details to express an event in order?
- Why is understanding the author's purpose of a text important?
- How can I identify elements of drama?
- How can I identify figurative language?
- Why is making inferences about a text important in understanding it?

### **Spelling**

- How are words made up of sounds?
- How can sounds help me understand a word?

### **Grammar**

- Why is grammar important when speaking or writing?

### **Writing**

- How can adjectives (descriptive words) make an imaginative story more interesting?
- What are the parts of a narrative text?

### *Career Readiness Practices (CRPs)*

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one’s own identity, as well as understand, connect to and respect other perspectives and cultures.

**Grade 2 – Marking Period 2- 9 Weeks**

**Language**

<i>Reading Language Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<b>Module 4: Weeks 1-3</b> <b>Module 5: Weeks 4-6</b> <b>Module 6: Weeks 7-9</b>  L.RF.2.3.A-G L.RF.2.4.A-C L.VL.2.2.A-E	<ul style="list-style-type: none"> <li>● know and apply grade-level phonics and word analysis in decoding words</li> <li>● read with sufficient fluency</li> <li>● determine the meaning of unknown words using multiple strategies</li> </ul>	HMH Anchor Charts Vocabulary Cards HMH Weekly Bundle pages  <u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos SMARTBoard EPIC
<i>Writing Language Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<b>Module 4</b>		<b>Spelling</b>



<p><b><u>Week 1:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with k and ck</li> <li>● identify verbs in the present</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify the long a spelling patterns</li> <li>● identify verbs in the past, present, and future</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write letters using the long e vowel sound</li> <li>● identify and write compound sentences</li> </ul>	<p>Know It, Show It pages Spotlight on Sounds Spelling pretest and test HMH Weekly Practice Bundle</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p> <p><b>Grammar</b> Display and Engage slides HMH Weekly Practice Bundle HMH Grammar Printables</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p>
<p><b><u>Module 5</u></b></p> <p><b><u>Week 1:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words using the long o vowel sound</li> <li>● use quotation marks accurately and appropriately</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p>	<p><b>Spelling</b> Know It, Show It pages Spotlight on Sounds Spelling pretest and test HMH Weekly Practice Bundle</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p>

<p>S: L.WF.2.3.A-G S: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p>	<ul style="list-style-type: none"> <li>• identify and write words using the long i vowel sound</li> <li>• identify proper nouns</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>• identify and write homophones</li> <li>• accurately identify and use abbreviations</li> </ul>	<p><b>Grammar</b> Display and Engage slides HMH Weekly Practice Bundle HMH Grammar Printables</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p>
<p><b><u>Module 6</u></b></p> <p><b><u>Week 1:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>• identify and write words with suffixes -s and -es</li> <li>• identify and use pronouns</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>• identify words with the sounds for c and g</li> <li>• use subject-verb agreement in sentences</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>• identify and write words with the r-controlled vowel ar</li> </ul>	<p><b>Spelling</b> Know It, Show It pages Spotlight on Sounds Spelling pretest and test HMH Weekly Practice Bundle</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p> <p><b>Grammar</b> Display and Engage slides HMH Weekly Practice Bundle HMH Grammar Printables</p> <p><u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos</p>

	<ul style="list-style-type: none"> <li>identify write with the verb <i>be</i></li> </ul>	
<b>Reading</b>		
<i>Reading Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b><u>Module 4</u></b></p> <p><b><u>Week 1:</u></b>  <b>RL.TS.2.4:</b> Chronological Order  <b>RL.TS.2.4:</b> Story Structure  <b>RL.MF.2.6:</b> Make Inferences</p> <p><b><u>Week 2:</u></b>  <b>RL.TS.2.4:</b> Story Structure  <b>RL.IT.2.3:</b> Elements of Drama  <b>L.VI.2.3A-C:</b> Figurative Language</p> <p><b><u>Week 3:</u></b>  <b>RI.PP.2.5:</b> Author's Purpose  <b>RL.TS.2.4:</b> Story Structure  <b>RL.IT.2.3, RI.IT.2.3:</b> Cause and Effect  <b>RL.CT.2.8:</b> Compare and Contrast</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>describe the order of events in a text</li> <li>analyze the structure of text</li> <li>use the text and illustrations to make inferences</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>analyze the structure of texts</li> <li>identify the elements of drama in a text</li> <li>identify figurative language in a text</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>identify the author's purpose of a text</li> <li>analyze the structure of texts</li> <li>identify cause and effect examples in a text</li> <li>compare and contrast two literary versions of the same story</li> </ul>	<p><b><u>Week 1:</u></b>  <b>Teacher Read Aloud:</b> <i>Goldilocks and the Three Dinosaurs</i>  <b>Shared Reading:</b> <i>Recipe for a Fairytale &amp; How to Read a Story</i></p> <p><b><u>Week 2:</u></b>  <b>Teacher Read Aloud:</b> <i>Rabbit's Snow Dance</i>  <b>Shared Reading:</b> <i>A Crow, a Lion, and a Mouse! Oh, My! &amp; Hollywood Chicken</i></p> <p><b><u>Week 3:</u></b>  <b>Teacher Read Aloud:</b> <i>A Perfect Season for Dreaming</i>  <b>Shared Reading:</b> <i>If the Shoe Fits: Two Cinderella Stories &amp; Those Clever Crows</i></p> <p><b><u>Week 1 - Week 3:</u></b>  HMH Anchor Charts  Vocabulary Cards  HMH Weekly Bundle pages</p> <p><u>Technology resources:</u>  HMH Into Reading website  YouTube supplemental videos</p>

<p><b><u>Module 5</u></b></p> <p><b><u>Week 1:</u></b>  <b>RL.PP.2.5, RI.CR.2.1:</b> Ask and Answer Questions  <b>RI.PP.2.5, RI.AA.2.7:</b> Ideas and Support  <b>RL.IT.2.3, RL.MF.2.6:</b> Characters</p> <p><b><u>Week 2:</u></b>  <b>RL.IT.2.3, RL.MF.2.6:</b> Characters  <b>RI.TS.2.4:</b> Text Features  <b>RI.PP.2.5, RI.AA.2.7:</b> Ideas and Support  <b>RI.CT.2.8:</b> Compare and Contrast</p> <p><b><u>Week 3:</u></b>  <b>RL.TS.2.4:</b> Chronological Order  <b>RI.CR.2.1:</b> Content-Area Words</p>	<p><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>ask questions such as who, what, where, when, why and how to demonstrate key details in a text</li> <li>identify the author’s opinion and supporting details</li> <li>identify a character’s internal and external traits</li> </ul> <p><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>identify a character’s internal and external traits</li> <li>effectively use text features to locate facts and information</li> <li>identify the author’s opinion and supporting details</li> <li>compare and contrast two informational versions of the same idea or topic</li> </ul> <p><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>describe the order of events in a text</li> <li>use details explicitly from the text to answer questions</li> </ul>	<p><b><u>Week 1:</u></b>  <b>Teacher Read Aloud:</b> <i>Seed by Seed: The Legend and Legacy of John “Appleseed” Chapman</i>  <b>Shared Reading:</b> <i>What’s Good to Read? Book Reviews for Kids by Kids! &amp; Going Places</i></p> <p><b><u>Week 2:</u></b>  <b>Teacher Read Aloud:</b> <i>My Dream Playground</i>  <b>Shared Reading:</b> <i>Wilma Rudolph: Against All Odds &amp; Great Leaders</i></p> <p><b><u>Week 3:</u></b>  <b>Teacher Read Aloud:</b> <i>Whoosh! Lonnie Johnson’s Super-Soaking Stream of Inventions</i>  <b>Shared Reading:</b> <i>Who Are Government’s Leaders? &amp; Thomas Edison and the Light Bulb</i></p> <p><b><u>Week 1 - Week 3:</u></b>  HMH Anchor Charts  Vocabulary Cards  HMH Weekly Bundle pages</p> <p><b><u>Technology resources:</u></b>  HMH Into Reading website  YouTube supplemental videos</p>
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**Module 6**

**Week 1:**

**RI.TS.2.4:** Text Features  
**RL.PP.2.5:** Point of View  
**RL.MF.2.6:** Make Inferences  
**RL.IT.2.3, RI.IT.2.3:** Cause and Effect

**Week 2:**

**RI.CR.2.1:** Content-Area Words  
**RL.PP.2.5:** Point of View  
**RI.TS.2.4:** Text Features

**Week 3:**

**RI.TS.2.4:** Text Features  
**RL.CR.2.1, RI.CR.2.1:** Ask and Answer Questions  
**L.VI.2.3.A-C:** Elements of Poetry  
**RL.IT.2.3, RI.IT.2.3:** Cause and Effect

**Week 1:**

- effectively use text features to locate facts and information
- identify first and third person points of view
- use the text and illustrations to make inferences
- identify cause and effect examples in a text

**Week 2:**

- use details explicitly from the text to answer questions
- identify first and third person points of view
- effectively use text features to locate facts and information

**Week 1:**

**Teacher Read Aloud:** *Freddy the Frogcaster*  
**Shared Reading:** *Weather Through the Seasons & Wild Weather*

**Week 2:**

**Teacher Read Aloud:** *The Story of the Snow: The Science of Winter's Wonder*  
**Shared Reading:** *Cloudette & Get Ready for Winter*

**Week 3:**

**Teacher Read Aloud:** *Fall Leaves*  
**Shared Reading:** *Whatever the Weather/Rain Cloud in a Jar*

**Week 1 - Week 3:**

HMH Anchor Charts  
Vocabulary Cards  
HMH Weekly Bundle pages

**Technology resources:**

HMH Into Reading website  
YouTube supplemental videos

	<p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>effectively use text features to locate facts and information</li> <li>ask questions such as who, what, where, when, why and how to demonstrate key details in a text</li> <li>identify the elements of poetry</li> <li>identify cause and effect examples in a text</li> </ul>	
<b>Writing</b>		
<i>Writing Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b><u>Module 4: Imaginative Story</u></b></p> <p><b>W.NW.1.3-</b> Write Narratives</p> <p><b>W.RW.2.7</b></p>	<ul style="list-style-type: none"> <li>With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</li> <li>engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames</li> </ul>	<p>Anchor Charts Graphic organizers Teacher modeling</p> <p><u>Technology resources:</u></p> <p>Google Apps (Docs, Slides, etc) YouTube supplemental videos</p>
<b>Speaking &amp; Listening</b>		
<i>Speaking &amp; Listening Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b>Module 4: Weeks 1-3</b></p> <p><b>Module 5: Weeks 1-3</b></p> <p><b>Module 6: Weeks 1-3</b></p> <p>SL.PE.2.1.A-C SL.II.2.2 SL.ES.2.3</p>	<ul style="list-style-type: none"> <li>participate in collaborative conversations with diverse partners about grade-level topics with peers and adults</li> <li>recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> </ul>	<p>Turn and talk Interactive read alouds Teacher observation Student illustrations</p> <p><u>Technology Resources:</u></p>

SL.PI.2.4  
SL.UM.2.5  
SL.AS.2.6

- ask and answer questions about speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify idea, thoughts, and feelings
- produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Google Slides presentations

Reading Horizons	Related Standards
<p>Chapter 3:  Lesson 28. Short and Long Vowels  Lesson 29. Phonetic Skill 1  Lesson 30. Spelling with -ck  Lesson 31. Trigraph -tch  Lesson 32. Phonetic Skill 2  Lesson 33. Three-Letter S-Blends: scr, spr, str, spl, and squ  Lesson 34. Phonetic Skill 3  Lesson 35. Phonetic Skills 1–3  Lesson 36. Phonetic Skill 4: a,o, and i  Lesson 37. Phonetic Skill 4: u and e  Lesson 38. Another Sound for C: Initial and Phonetic Skill 4  Lesson 39. Another Sound for C: -nce  Lesson 40. Another Sound for G: Initial and Phonetic Skill 4  Lesson 41. Another Sound for G: Trigraph -dge  Lesson 42. Phonetic Skill 5: ai  Lesson 43. Phonetic Skill 5: ai and ay  Lesson 44. Phonetic Skill 5: ea  Lesson 45. Phonetic Skill 5: ea and ee  Lesson 46. Phonetic Skill 5: oa  Lesson 47. Phonetic Skill 5: oa and oe  Lesson 48. Phonetic Skill 5: ui and ue  Lesson 49. Phonetic Skill 5: ie  Lesson 50. Spelling with -ke  Lesson 51. Spelling with -k  Lesson 52. Vowel Family O: -old, -ost, and -olt  Lesson 53. Vowel Family I: -ind and -ild  Lesson 54. Vowel Families O and I: Review  Chapter 4:  Lesson 55. Three Sounds of -ED: -ed as /ɪd/  Lesson 56. Adding Suffixes -ed and -ing to Phonetic Skills 1–3  Lesson 57. Adding Suffixes: -ed and -ing to Phonetic Skills 4–5  Lesson 58. R-Controlled Vowel: ar</p>	<ul style="list-style-type: none"> <li>● L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>H. Know spelling-sound correspondences for common vowel teams.</li> <li>I. Decode regularly spelled two-syllable words with long vowels.</li> <li>J. Decode words with common prefixes and suffixes.</li> <li>K. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>L. Recognize and read grade-appropriate irregularly spelled words.</li> <li>M. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).</li> <li>N. Identify the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> </li> <li>● L.WF.2.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> <li>C. Write legibly and with sufficient fluency to support composition.</li> <li>D. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ul style="list-style-type: none"> <li>i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck</li> <li>ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.</li> </ul> </li> </ul> </li> <li>● L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. <ul style="list-style-type: none"> <li>E. Regular, single-syllable words that include: <ul style="list-style-type: none"> <li>i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).</li> <li>ii. Complex consonant blends (scr, str, squ).</li> <li>iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).</li> <li>iv. Vowel-r combinations (turn, star, third, four/for).</li> <li>v. Contractions (we'll; I'm; they've; don't).</li> <li>vi. Homophones (bear, bare; past, passed).</li> <li>vii. Plurals and possessives (its, it's).</li> </ul> </li> </ul> </li> </ul>



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|--|---|
|  | <ul style="list-style-type: none"><li>F. Regular two- and three-syllable words that:<ul style="list-style-type: none"><li>i. Combine closed, open, vowel team, vowel –r and CVC syllables (compete; robot; violet; understand).</li><li>ii. Are compounds comprising familiar parts (houseboat; yellowtail).</li><li>iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).</li></ul></li><li>G. Words with suffixes that require:<ul style="list-style-type: none"><li>i. consonant doubling (penning, slimmed).</li><li>ii. dropping silent-e (smiled, paving).</li></ul></li><li>H. Most often used words in English:<ul style="list-style-type: none"><li>i. Irregular words (against, many, enough, does).</li><li>ii. Pattern-based words (which, kind, have).</li></ul></li></ul> |
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**Grade 2 – Marking Period 3 – Length 9 weeks**  
**Marking Period 3 Reading - Module 7, Module 9, Module 9**  
**Marking Period 3 Spelling - Module 7, Module 8, Module 9**  
**Marking Period 3 Grammar - Module 7, Module 8, Module 9**  
**Marking Period 3 Writing - Module 7, Module 9**

**Marking Period 3 Overview**

In Marking Period 3 Reading, students will learn to:

- identify the author's opinion and supporting details; a character's internal and external traits; identify text features in a text; identify the author's point of view; make inferences about a text; identify cause and effect examples in a text; use content area words to understand a text; ask and answer questions about a text; identify elements of poetry

In Marking Period 3 Spelling, students will learn to:

- spell words using the r-Controlled or/ore sounds; spell words using the r-Controlled er, ir, ur sounds; spell words with oo vowel team; identify and write words using vowel patterns /ōō/; identify and write words using vowel teams ou and ow; identify and write words using vowel patterns /ô/; identify and write compound words; identify and write contractions; identify and write words using the soft g sound (-ge, -dge)

In Marking Period 3 Grammar, students will learn to:

- use commas in dates accurately and appropriately; accurately use commas in a series; accurately identify types of adjectives; identify and use irregular verbs in sentences; identify and use contractions in sentences; identify and use different types of adverbs in sentences; identify and use possessive nouns in sentences

In Marking Period 3 Writing, students will learn to:

- write an imaginative story, write a research report

Critical Knowledge & Skills

*Enduring Understandings*

*Essential Questions*

The following is the [link to the enduring understandings](#) which are covered throughout the unit.

**Reading**

- How does an author support what he says in the text?
- How do images and words provide information?
- How do cause and effect relationships help me understand the text?
- How can recognizing grade level words help me be a better reader?
- How can asking and answering questions help me understand the text?

**Spelling**

- How are words made up of sounds?
- How can sounds help me understand a word?

**Grammar**

- Why is grammar important when speaking or writing?

**Writing**

- Why are conventions important when writing?

*Career Readiness Practices (CRPs)*

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

Grade 2 – Marking Period 3, 9 Weeks		
Language		
<i>Reading Language Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<b>Module 7: Weeks 1-3</b> <b>Module 8: Weeks 4-6</b> <b>Module 9: Weeks 7-9</b>  L.RF.2.3.A-G L.RF.2.4.A-C L.VL.2.2.A-E	<ul style="list-style-type: none"> <li>● know and apply grade-level phonics and word analysis in decoding words</li> <li>● read with sufficient fluency</li> <li>● determine the meaning of unknown words using multiple strategies</li> </ul>	HMH Anchor Charts Vocabulary Cards HMH Weekly Bundle pages activities  <u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos SMARTBoard EPIC
<i>Writing Language Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>

<p><b><u>Module 7</u></b></p> <p><b><u>Week 1:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words using the r-Controlled or/ore sounds</li> <li>● use commas in dates accurately and appropriately</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words using the r-Controlled er, ir, ur sounds</li> <li>● accurately use commas in a series</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with oo vowel team</li> <li>● accurately identify types of adjectives</li> </ul>	<p><b>Spelling</b>  Know It, Show It pages  Spotlight on Sounds  Spelling pretest and test  HMH Weekly Practice Bundle</p> <p><b><u>Technology resources:</u></b>  HMH Into Reading website  YouTube supplemental videos</p> <p><b>Grammar</b>  Display and Engage slides  HMH Weekly Practice Bundle  HMH Grammar Printables</p> <p><b><u>Technology resources:</u></b>  HMH Into Reading website  YouTube supplemental videos</p>
<p><b><u>Module 8</u></b></p> <p><b><u>Week 1:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words using vowel patterns /ōō/</li> </ul>	<p><b>Spelling</b>  Know It, Show It pages  Spotlight on Sounds  Spelling pretest and test  HMH Weekly Practice Bundle</p>

<p><b><u>Week 2:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  S: L.WF.2.3.A-G  S: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p>	<ul style="list-style-type: none"> <li>● identify and use adjectives in sentences</li> </ul> <p style="text-align: center;"><b>Week 2:</b></p> <ul style="list-style-type: none"> <li>● identify and write words using vowel teams ou and ow</li> <li>● identify and use irregular verbs in sentences</li> </ul> <p style="text-align: center;"><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>● identify and write words using vowel patterns /ô/</li> <li>● identify and use irregular action verbs in sentences</li> </ul>	<p><b><u>Technology resources:</u></b>  HMH Into Reading website  YouTube supplemental videos</p> <p><b>Grammar</b>  Display and Engage slides  HMH Weekly Practice Bundle  HMH Grammar Printables</p> <p><b><u>Technology resources:</u></b>  HMH Into Reading website  YouTube supplemental videos</p>
<p><b><u>Module 9</u></b></p> <p><b><u>Week 1:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b>Week 1:</b></p> <ul style="list-style-type: none"> <li>● identify and write compound words</li> <li>● identify and use contractions in sentences</li> </ul> <p style="text-align: center;"><b>Week 2:</b></p> <ul style="list-style-type: none"> <li>● identify and write contractions</li> <li>● identify and use different types of adverbs in sentences</li> </ul>	<p><b>Spelling</b>  Know It, Show It pages  Spotlight on Sounds  Spelling pretest and test  HMH Weekly Practice Bundle</p> <p><b><u>Technology resources:</u></b>  HMH Into Reading website  YouTube supplemental videos  Spelling Stars website</p> <p><b>Grammar</b></p>

<p><b>Week 3:</b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>● identify and write words using the soft g sound (-ge, -dge)</li> <li>● identify and use possessive nouns in sentences</li> </ul>	<p>Display and Engage slides  HMH Weekly Practice Bundle  HMH Grammar Printables</p> <p><u>Technology resources:</u>  HMH Into Reading website  YouTube supplemental videos</p>
<b>Reading</b>		
<i>Reading Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b><u>Module 7</u></b></p> <p><b><u>Week 1:</u></b>  <b>RL.PP.2.5, RI.CR.2.1:</b> Ask and Answer Questions  <b>RI.PP.2.5, RI.AA.2.7:</b> Ideas and Support  <b>RL.IT.2.3, RL.MF.2.6:</b> Characters</p> <p><b><u>Week 2:</u></b>  <b>RL.IT.2.3, RL.MF.2.6:</b> Characters  <b>RI.TS.2.4:</b> Text Features  <b>RI.PP.2.5, RI.AA.2.7:</b> Ideas and Support  <b>RI.CT.2.8:</b> Compare and Contrast</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● ask questions such as who, what, where, when, why and how to demonstrate key details in a text</li> <li>● identify the author’s opinion and supporting details</li> <li>● identify a character’s internal and external traits</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify a character’s internal and external traits</li> <li>● effectively use text features to locate facts and information</li> <li>● identify the author’s opinion and supporting details</li> </ul>	<p><b><u>Week 1:</u></b>  <b>Teacher Read Aloud:</b>  <i>Miss Moore Thought Otherwise</i>  <b>Shared Reading:</b> <i>Get to Know Biographies &amp; I Am Helen Keller</i></p> <p><b><u>Week 2:</u></b>  <b>Teacher Read Aloud:</b>  <i>The Camping Trip That Changed America</i>  <b>Shared Reading:</b> <i>How to Make a Timeline &amp; The Stories He Tells</i></p>

<p><b><u>Week 3:</u></b>  <b>RL.TS.2.4:</b> Chronological Order  <b>RI.CR.2.1:</b> Content-Area Words</p>	<ul style="list-style-type: none"> <li>• compare and contrast two informational versions of the same idea or topic</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>• describe the order of events in a text</li> <li>• use details explicitly from the text to answer questions</li> </ul>	<p><b><u>Week 3:</u></b>  <b>Teacher Read Aloud:</b>  <i>Molly, by Golly!</i>  <b>Shared Reading:</b> <i>Drum Dream Girl &amp; Roberto Clemente</i></p> <p><b><u>Week 1 - Week 3:</u></b>  HMH Anchor Charts  Vocabulary Cards  HMH Weekly Bundle pages</p> <p><b><u>Technology resources:</u></b>  HMH Into Reading website  YouTube supplemental videos</p>
<p><b><u>Module 8</u></b></p> <p><b><u>Week 1:</u></b>  <b>RI.CI.2.2:</b> Recount text  <b>RI.TS.2.4:</b> Text Features  <b>RL.PP.2.5:</b> Point of View  <b>RL.MF.2.6:</b> Make Inferences  <b>RL.IT.2.3, RI.IT.2.3:</b> Cause and Effect</p> <p><b><u>Week 2:</u></b></p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>• Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</li> <li>• effectively use text features to locate facts and information</li> <li>• identify first and third person points of view</li> <li>• use the text and illustrations to make inferences</li> <li>• identify cause and effect examples in a text</li> </ul>	<p><b><u>Week 1:</u></b>  <b>Teacher Read Aloud:</b>  <i>From Seed to Pine Tree: Following the Life Cycle</i>  <b>Shared Reading:</b> <i>The Growth of a Sunflower &amp; Experiment with What a Plant Needs to Grow</i></p> <p><b><u>Week 2:</u></b>  <b>Teacher Read Aloud:</b></p>



**RL.CR.2.1:** Ask and answer questions  
**RL.PP.2.5:** Point of View  
**RL.IT.2.3:** Describe characters  
**RL.PP.2.5:** Characters

**Week 3:**

**RI.TS.2.4:** Text Features  
**RL.CR.2.1, RI.CR.2.1:** Ask and Answer Questions  
**RL.IT.2.3, RI.IT.2.3:** Cause and Effect  
**RL.TS.2.4:** Describe Text

**Module 9**

**Week 1:**

**RI.AA.2.7:** Support Author's Point

**Week 2:**

- Ask and answer questions to demonstrate understanding of key details in a literary text
- identify first and third person points of view
- Describe how characters in a story respond to major events and challenges Acknowledge differences in the points of view of characters

**Week 3:**

- effectively use text features to locate facts and information
- ask questions such as who, what, where, when, why and how to demonstrate key details in a text
- identify cause and effect examples in a text
- Describe the overall structure of a text

*The Legend of the Indian Paintbrush*

**Shared Reading:** *Jack and the Beanstalk & Jackie and the Beanstalk*

**Week 3:**

**Teacher Read Aloud:** *The Patchwork Garden*

**Shared Reading:** *Don't Touch Me! & George Washington Carver: The Wizard of Tuskegee*

**Week 1 - Week 3:**

HMH Anchor Charts  
Vocabulary Cards  
HMH Weekly Bundle pages

**Technology resources:**

HMH Into Reading website  
YouTube supplemental videos

**Week 1:**

**Teacher Read Aloud:** *Nature's Patchwork Quilt: Understanding*

**RI.CR.2.1:** Ask and Answer Questions  
**RL.CR.2.1:** Ask and Answer Questions  
**RI.TS.2.4:** Describe Text

**Week 2:**

**RI.CR.2.1:** Ask and Answer Questions  
**RI.IT.2.3:** Describe Connections  
**RI.MF.2.6:** Explain  
**RL.CR.2.1:** Ask and Answer Questions  
**L.VI.2.3.C:** Poetry

**Week 3:**

**RI.CR.2.1:** Ask and Answer Questions  
**RI.IT.2.3:** Describe Events  
**RI.PP.2.5:** Identify Main Purpose  
**RL.CI.2.2:** Recount a Text  
**RL.MF.2.6:** Story Elements

**Week 1:**

- Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- Ask and answer questions to demonstrate understanding of key details in an informational text
- Ask and answer questions to demonstrate understanding of key details in a literary text

**Week 2**

- Ask and answer questions to demonstrate understanding of key details in an informational text
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- Explain how specific illustrations and images
- Ask and answer questions to demonstrate understanding of key details in a literary text
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**Week 3**

*Habitats*  
**Shared Reading:** *The Best Habitat for Me & The Long, Long Journey*

**Week 2**

**Teacher Read Aloud:** *Kali's Story: An Orphaned Polar Bear Rescue*  
**Shared Reading:** *Sea Otter Pups & At Home in the Wild*

**Week 3**

**Teacher Read Aloud:** *Out of the Woods: A True Story of an Unforgettable Event*  
**Shared Reading:** *Abuelo and the Three Bears & Ducklings Jump from Nest*

**Week 1 - Week 3:**

HMH Anchor Charts  
Vocabulary Cards  
HMH Weekly Bundle pages

	<ul style="list-style-type: none"> <li>• Ask and answer questions to demonstrate understanding of key details in an informational text</li> <li>• Identify the main purpose of a text</li> <li>• Recount a text in oral and written form and determine central message</li> <li>• With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul>	<u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos
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## Writing

<i>Writing Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b><u>Module 7:</u></b>  <b>W.NW.2.3: A-E- Write Narratives</b></p> <p><b><u>Module 9:</u></b>  <b>Research Report</b>  <b>W.WR.2.5</b>  <b>W.SE.2.6</b>  <b>W.RW.2.7</b></p>	<ul style="list-style-type: none"> <li>• Write narratives based on real or imagined experiences or events with basic story elements.</li> <li>• generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research</li> <li>• prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic</li> <li>• engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames</li> </ul>	Anchor Charts Graphic organizers Teacher modeling  <u>Technology resources:</u> Laptops YouTube supplemental videos

## Speaking & Listening

<i>Speaking &amp; Listening Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
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<p><b>Module 7: Weeks 1-3</b>  <b>Module 8: Weeks 1-3</b>  <b>Module 9: Weeks 1-3</b></p> <p>SL.PE.2.1.A-C  SL.II.2.2  SL.ES.2.3  SL.PI.2.4  SL.UM.2.5  SL.AS.2.6</p>	<ul style="list-style-type: none"> <li>● participate in collaborative conversations with diverse partners about grade-level topics with peers and adults</li> <li>● recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> <li>● ask and answer questions about speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</li> <li>● tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</li> <li>● use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify idea, thoughts, and feelings</li> <li>● produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	<p>Turn and talk  Interactive read alouds  Teacher observation  Student illustrations</p> <p><u>Technology Resources:</u>  Google Slides  presentations</p>
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Reading Horizons	Related Standards
<p>Chapter 4:  Lesson 59. R-Controlled Vowel: or  Lesson 60. R-Controlled Vowels: er, ur, and ir  Lesson 61. R-Controlled Vowels: Exceptions Silent e and Adjacent Vowels  Lesson 62. Adding Suffixes -ed and -ing to R-Controlled Vowels  Lesson 63. R-Controlled Vowels: Exception Wacky w  Lesson 64. Special Vowel Sounds: au  Lesson 65. Special Vowel Sounds: aw  Lesson 66. Special Vowel Sounds: ou as /ōu/  Lesson 67. Special Vowel Sounds: ow as /ou/  Lesson 68. Special Vowel Sounds: ow as /o/  Lesson 69. Special Vowel Sounds: oi  Lesson 70. Special Vowel Sounds: oy  Lesson 71. Special Vowel Sounds: oo as in moon  Lesson 72. Special Vowel Sounds: oo as in look  Lesson 73. Adding Suffixes to Special Vowel Sounds  Lesson 74. Jobs of Y: y as a Consonant and y as Short i  Lesson 75. Jobs of Y: y as a Long i  Lesson 76. Jobs of Y: y as an Adjacent Vowel  Lesson 77. Adding Suffixes -er and -est to Phonetic Skills 1–2  Lesson 78. Adding Suffixes -er and -est to Phonetic Skills 4–5  Lesson 79. Sounds of gh, -igh, and -ight  Lesson 80. Digraph Blends: thr, shr, phl, phr, and sph  Lesson 81. Digraph Blends: chl, chr, and sch  Lesson 82. Decoding Skill 1 with Single Consonants  Lesson 83. Decoding Skill 1 with Blends and Digraphs  Lesson 84. Jobs of Y: y as Long e  Lesson 85. Last Job of Y: NFL Rule  Lesson 86. Decoding Skill 2  Lesson 87. Decoding Skill 2 with Blends and Digraphs  Lesson 88. Decoding Skills 1 and 2  Lesson 89. Multisyllabic Words: The Schwa</p>	<ul style="list-style-type: none"> <li>● L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>O. Know spelling-sound correspondences for common vowel teams.</li> <li>P. Decode regularly spelled two-syllable words with long vowels.</li> <li>Q. Decode words with common prefixes and suffixes.</li> <li>R. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>S. Recognize and read grade-appropriate irregularly spelled words.</li> <li>T. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).</li> <li>U. Identify the parts of high-frequency words that are regular and the parts that are irregular.</li> <li>● L.WF.2.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> <li>E. Write legibly and with sufficient fluency to support composition.</li> <li>F. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ul style="list-style-type: none"> <li>i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck</li> <li>ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.</li> </ul> </li> </ul> </li> <li>● L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. <ul style="list-style-type: none"> <li>I. Regular, single-syllable words that include: <ul style="list-style-type: none"> <li>i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).</li> <li>ii. Complex consonant blends (scr, str, squ).</li> <li>iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).</li> <li>iv. Vowel-r combinations (turn, star, third, four/for).</li> <li>v. Contractions (we'll; I'm; they've; don't).</li> <li>vi. Homophones (bear, bare; past, passed).</li> <li>vii. Plurals and possessives (its, it's).</li> </ul> </li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>J. Regular two- and three-syllable words that:<ul style="list-style-type: none"><li>i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).</li><li>ii. Are compounds comprising familiar parts (houseboat; yellowtail).</li><li>iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).</li></ul></li><li>K. Words with suffixes that require:<ul style="list-style-type: none"><li>i. consonant doubling (penning, slimmed).</li><li>ii. dropping silent-e (smiled, paving).</li></ul></li><li>L. Most often used words in English:<ul style="list-style-type: none"><li>i. Irregular words (against, many, enough, does).</li><li>ii. Pattern-based words (which, kind, have).</li></ul></li></ul> |
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## **Grade 2 – Marking Period 4- 9 weeks**

**Marking Period 4 Reading - Module 10, Module 11, Module 12**

**Marking Period 4 Spelling - Module 10, Module 11, Module 12**

**Marking Period 4 Grammar - Module 10, Module 11, Module 12**

**Marking Period 4 Writing - Module 11, Module 12**

### **Marking Period 4 Overview**

In Marking Period 4 Reading, students will learn to:

- identify the author's opinion and supporting details; a character's internal and external traits; identify text features in a text; identify the author's point of view; make inferences about a text; identify cause and effect examples in a text; use content area words to understand a text; ask and answer questions about a text; identify elements of poetry
- In Marking Period 4 Spelling, students will learn to:
- spell words with inflections -ed and -ing; identify and write words with long e spelled y; identify and write words with suffixes -ly and -ful; identify and write words with prefixes un-, re-, and dis-; identify and write words with final e and vowel team syllables; identify and write words with triple blends and final stable syllables; identify and write words with final -ch or -tch; identify and write words with open and closed syllables

In Marking Period 4 Grammar, students will learn to:

- identify and use possessive pronouns correctly in speaking and writing; identify and use prepositions and prepositional phrases correctly in speaking and writing; spell words with vowel teams correctly in writing; identify and use common kinds of nouns; identify and use singular and plural nouns; identify and use subjects and predicates correctly when writing; identify and use adjectives and adverbs when writing

In Marking Period 4 Writing, students will learn to:

- write a personal narrative, write an opinion essay

## Critical Knowledge & Skills

### *Enduring Understandings*

The following is the [link to the enduring understandings](#) which are covered throughout the unit.

### *Essential Questions*

#### **Reading**

- How does an author support what he says in the text?
- How do images and words provide information?
- How do cause and effect relationships help me understand the text?
- How can recognizing grade level words help me be a better reader?
- How can asking and answering questions help me understand the text?

#### **Spelling**

- How are words made up of sounds?
- How can sounds help me understand a word?

#### **Grammar**

- Why is grammar important when speaking or writing?

#### **Writing**

- How can I use facts to write an informational piece?
- Why are conventions important when writing?

*Career Readiness Practices (CRPs)*



- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one’s own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one’s own identity, as well as understand, connect to and respect other perspectives and cultures.

Grade 2 – Marking Period 4- 9 Weeks		
Language		
<i>Reading Language Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<b>Module 10: Weeks 1-3</b> <b>Module 11: Weeks 4-6</b> <b>Module 12: Weeks 7-9</b> L.RF.2.3.A-G L.RF.2.4.A-C L.VL.2.2.A-E	<ul style="list-style-type: none"> <li>● know and apply grade-level phonics and word analysis in decoding words</li> <li>● read with sufficient fluency</li> <li>● determine the meaning of unknown words using multiple strategies</li> </ul>	HMH Anchor Charts Vocabulary Cards HMH Weekly Bundle pages  <u>Technology resources:</u> HMH Into Reading website YouTube supplemental videos SMARTBoard

		EPIC
<i>Writing Language Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b><u>Module 10</u></b></p> <p><b><u>Week 1:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with inflections -ed and -ing</li> <li>● identify and use possessive pronouns correctly in speaking and writing</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with inflections -ed and -ing</li> <li>● identify and use prepositions and prepositional phrases correctly in speaking and writing</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with long e spelled y</li> <li>● spell words with vowel teams correctly in writing</li> </ul>	<p><b>Spelling</b>  Know It, Show It pages  Spotlight on Sounds  Spelling pretest and test  HMH Weekly Practice Bundle</p> <p><u>Technology resources:</u>  HMH Into Reading website  YouTube supplemental videos  Spelling Stars website</p> <p><b>Grammar</b>  Display and Engage slides  HMH Weekly Practice Bundle  HMH Grammar Printables</p> <p><u>Technology resources:</u>  HMH Into Reading website  YouTube supplemental videos</p>
<p><b><u>Module 11</u></b></p> <p><b><u>Week 1:</u></b>  S: L.WF.2.1.A-B</p>		<p><b>Spelling</b>  Know It, Show It pages  Spotlight on Sounds  Spelling pretest and test</p>

<p>S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D S: L.WF.2.3.A-G S: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with suffixes -ly and -ful</li> <li>● identify and use common kinds of nouns</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with prefixes un-, re-, and dis-</li> <li>● identify and use singular and plural nouns</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with final e and vowel team syllables</li> <li>● identify and use subjects and predicates correctly when writing</li> </ul>	<p>HMH Weekly Practice Bundle</p> <p><b><u>Technology resources:</u></b> HMH Into Reading website YouTube supplemental videos Spelling Stars website</p> <p><b>Grammar</b> Display and Engage slides HMH Weekly Practice Bundle HMH Grammar Printables</p> <p><b><u>Technology resources:</u></b> HMH Into Reading website YouTube supplemental videos</p>
<p><b><u>Module 12</u></b></p> <p><b><u>Week 1:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G G: L.KL.2.1.A-B</p> <p><b><u>Week 2:</u></b> S: L.WF.2.1.A-B S: L.WF.2.2.A-D G: L.WF.2.3.A-G</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with triple blends and final stable syllables</li> <li>● identify and use adjectives and adverbs when writing</li> </ul>	<p><b>Spelling</b> Know It, Show It pages Spotlight on Sounds Spelling pretest and test HMH Weekly Practice Bundle</p> <p><b><u>Technology resources:</u></b> HMH Into Reading website YouTube supplemental videos</p>

<p>G: L.KL.2.1.A-B</p> <p><b><u>Week 3:</u></b>  S: L.WF.2.1.A-B  S: L.WF.2.2.A-D  G: L.WF.2.3.A-G  G: L.KL.2.1.A-B</p>	<p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with final -ch or -tch</li> <li>● identify and use adjectives and adverbs when writing</li> </ul> <p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● identify and write words with open and closed syllables</li> <li>● identify and use adjectives and adverbs when writing</li> </ul>	<p>Spelling Stars website</p> <p><b>Grammar</b>  Display and Engage slides  HMH Weekly Practice Bundle  HMH Grammar Printables</p> <p><u>Technology resources:</u>  HMH Into Reading website  YouTube supplemental videos</p>
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<b>Reading</b>		
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<i>Reading Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
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<p><b><u>Module 10</u></b></p> <p><b><u>Week 1:</u></b>  <b>RL.PP.2.5, RI.CR.2.1:</b> Ask and Answer Questions  <b>RI.PP.2.5, RI.AA.2.7:</b> Ideas and Support  <b>RL.IT.2.3, RL.MF.2.6:</b> Characters</p> <p><b><u>Week 2:</u></b>  <b>RL.IT.2.3, RL.MF.2.6:</b> Characters  <b>RI.TS.2.4:</b> Text Features  <b>RI.PP.2.5, RI.AA.2.7:</b> Ideas and</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● ask questions such as who, what, where, when, why and how to demonstrate key details in a text</li> <li>● identify the author’s opinion and supporting details</li> <li>● identify a character’s internal and external traits</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● identify a character’s internal and external traits</li> <li>● effectively use text features to locate facts and information</li> </ul>	<p><b><u>Week 1:</u></b>  <b>Teacher Read Aloud:</b>  <i>Trombone Shorty</i>  <b>Shared Reading:</b> <i>Hello, World &amp; Where on Earth Is My Bagel?</i></p> <p><b><u>Week 2:</u></b>  <b>Teacher Read Aloud:</b>  <i>Time for Cranberries</i>  <b>Shared Reading:</b> <i>May Day Around the World &amp; Goal!</i></p>
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Support  
**RI.CT.2.8:** Compare and Contrast

**Week 3:**

**RL.TS.2.4:** Chronological Order  
**RI.CR.2.1:** Content-Area Words

- identify the author’s opinion and supporting details
- compare and contrast two informational versions of the same idea or topic

**Week 3:**

- describe the order of events in a text
- use details explicitly from the text to answer questions

**Week 3:**

**Teacher Read Aloud:**  
*Dreams Around the World*  
**Shared Reading:** *Poems in the Attic & What’s for Lunch Around the World?*

**Week 1 - Week 3:**

HMH Anchor Charts  
Vocabulary Cards  
HMH Weekly Bundle pages

**Technology resources:**  
HMH Into Reading website  
YouTube supplemental videos

**Module 11**

**Week 1:**

**RI.CI.2.2:** Recount Text  
**RI.IT.2.3:** Describe Events  
**RI.MF.2.6:** Explain  
**RI.PP.2.5:** Identify Purpose

**Week 1**

- Recount a text in oral and written form and determine main topic

**Week 1:**

**Texts:** *Gingerbread for Liberty, Wilma Rudolph, Trombone Shorty, I am Helen Keller, The Stories He Tells*

**RL.IT.2.3:** Describe Characters

**Week 2:**

**RI.AA.2.7:** Describe Author's Points

**RI.MF.2.6:** Explain

**RI.PP.2.5:** Identify Purpose

**RL.CI.2.2:** Recount a Text

**Week 3:**

**RF.2.4.A:** Read Text

**RI.2.1:** Ask and Answer Questions

**RI.2.2:** Identify Main Topic

**RI.PP.2.5:** Identify Purpose

**RL.CR.2.1:** Ask and Answer Questions

- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- Explain how specific illustrations and images
- Identify the main purpose of a text
- Describe how characters in a story respond to major events and challenges

**Week 2**

- Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- Explain how specific illustrations and images
- Identify the main purpose of a text.
- Recount a text in oral and written form and determine central message

**Week 3**

- Read grade-level text with purpose and understanding.
- Ask and answer such questions as who, what, where, when, why, and

**Week 2**

**Texts:** *Great Leaders, The Best Habitat for me, What's Good to Read?, Get to Know Biographies*

**Week 3**

**Texts:** *Experiment with What a Plant Needs, How to Read a Story, Sea otter Pups, Many Kinds of Matter, Get Ready for Weather*

**Week 1 - Week 3:**

HMH Anchor Charts  
Vocabulary Cards  
HMH Weekly Bundle pages

Technology resources:

	<p>how</p> <ul style="list-style-type: none"> <li>● Identify the main topic of a multiparagraph text</li> <li>● Identify the main purpose of a text</li> <li>● Ask and answer questions to demonstrate understanding of key details in a literary text</li> </ul>	<p>HMH Into Reading website YouTube supplemental videos</p>
<p><b><u>Module 12</u></b></p> <p><b><u>Week 1:</u></b>  <b>RI.TS.2.4:</b> Text Features  <b>RL.PP.2.5:</b> Point of View  <b>RL.MF.2.6:</b> Make Inferences  <b>RL.IT.2.3, RI.IT.2.3:</b> Cause and Effect</p> <p><b><u>Week 2:</u></b>  <b>RI.CR.2.1:</b> Content-Area Words  <b>RL.PP.2.5:</b> Point of View  <b>RI.TS.2.4:</b> Text Features</p> <p><b><u>Week 3:</u></b>  <b>RI.TS.2.4:</b> Text Features  <b>RL.CR.2.1, RI.CR.2.1:</b> Ask and</p>	<p style="text-align: center;"><b><u>Week 1:</u></b></p> <ul style="list-style-type: none"> <li>● effectively use text features to locate facts and information</li> <li>● identify first and third person points of view</li> <li>● use the text and illustrations to make inferences</li> <li>● identify cause and effect examples in a text</li> </ul> <p style="text-align: center;"><b><u>Week 2:</u></b></p> <ul style="list-style-type: none"> <li>● use details explicitly from the text to answer questions</li> <li>● identify first and third person points of view</li> <li>● effectively use text features to locate facts and information</li> </ul>	<p><b><u>Week 1:</u></b>  <b>Texts:</b> <i>Big Red Lollipop, Where on Earth is My Bagel?, Pepita and the Bully, Picture Day Perfection, My Dream Playground</i></p> <p><b><u>Week 2:</u></b>  <b>Texts:</b> <i>Clark the Shark, Three Hens and a Peacock, Hollywood Chicken, The Great Puppy Invasion, The Great Fuzz Frenzy</i></p> <p><b><u>Week 3:</u></b></p>

<p>Answer Questions  <b>RL.IT.2.3, RI.IT.2.3:</b> Cause and Effect</p>	<p style="text-align: center;"><b><u>Week 3:</u></b></p> <ul style="list-style-type: none"> <li>● effectively use text features to locate facts and information</li> <li>● ask questions such as who, what, where, when, why and how to demonstrate key details in a text</li> <li>● identify cause and effect examples in a text</li> </ul>	<p><b>Texts:</b> <i>At Home in the Wild, Whatever the Weather, Water Rolls, Water Rises, Drum Dream Girl, Poems in the Attic</i></p> <p><b><u>Week 1 - Week 3:</u></b>  HMH Anchor Charts  Vocabulary Cards  HMH Weekly Bundle pages</p> <p><b><u>Technology resources:</u></b>  HMH Into Reading website  YouTube supplemental videos</p>
<b>Writing</b>		
<i>Writing Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b><u>Module 11:</u></b>  <b>Personal Narrative</b></p> <p><b>W.AW.2.1</b>  <b>W.SE.2.6</b>  <b>W.RW.2.7</b>  <b>W.WR.2.5</b></p>	<ul style="list-style-type: none"> <li>● With prompts and support, write opinion pieces to present an idea with reasons or information.</li> <li>● prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic</li> <li>● engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames</li> </ul>	<p>Anchor Charts  Graphic organizers  Teacher modeling</p> <p><b><u>Technology resources:</u></b>  Laptops  YouTube supplemental videos</p>



<p><b>Module 12:</b> <b>Opinion Essay</b></p> <p><b>W.AW.2.1</b> <b>W.SE.2.6</b> <b>W.RW.2.7</b> <b>W.WR.2.5</b></p>	<ul style="list-style-type: none"> <li>• Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</li> <li>• With prompts and support, write opinion pieces to present an idea with reasons or information.</li> <li>• prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic</li> <li>• engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames</li> <li>• Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</li> </ul>	<p>Anchor Charts Graphic organizers Teacher modeling</p> <p><u>Technology resources:</u> Laptops YouTube supplemental videos</p>
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### Speaking & Listening

<i>Speaking &amp; Listening Standards</i>	<i>Critical Knowledge &amp; Skills</i>	<i>Possible Resources &amp; Activities</i>
<p><b>Module 10: Weeks 1-3</b> <b>Module 11 Weeks 4-6</b> <b>Module 12: Weeks 7-9</b></p> <p>SL.PE.2.1.A-C SL.II.2.2 SL.ES.2.3 SL.PI.2.4 SL.UM.2.5 SL.AS.2.6</p>	<ul style="list-style-type: none"> <li>• participate in collaborative conversations with diverse partners about grade-level topics with peers and adults</li> <li>• recount or describe key ideas or details from a text read aloud or information presented orally or through other media</li> <li>• ask and answer questions about speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</li> <li>• tell a story or recount an experience with appropriate facts and relevant,</li> </ul>	<p>Turn and talk Interactive read alouds Teacher observation Student illustrations</p> <p><u>Technology Resources:</u> Google Slides presentations</p>

descriptive details, speaking audibly in coherent sentences

- use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify idea, thoughts, and feelings
- produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Reading Horizons	Related Standards
<p>Chapter 4:  Lesson 90. Multisyllabic Words: Prefixes  Lesson 91. Multisyllabic Words: Spelling with -c  Lesson 92. Final Consonant -le: l as Part of a Blend  Lesson 93. Final Consonant -le: l as Not Part of a blend  Lesson 94. Adding Suffixes -y and -ly  Lesson 95. Adding Suffixes to Words Ending in Y as Adjacent Vowels  Lesson 96. Adding Suffixes to Words Ending in Y after a Consonant  Lesson 97. Adding Suffixes to Words Ending in Y with Multisyllabic Words  Lesson 98. Adding Suffixes to Words Ending in Y with Plurals  Lesson 99. Silent Letters: kn and wr  Lesson 100. Silent Letters: gn and ign  Lesson 101. Decoding Exceptions: Long to Short  Lesson 102. Decoding Exceptions: x in Multisyllabic Words  Chapter 5:  Lesson 103. Sounds of /zh/: -ure  Lesson 104. Sounds of /zh/: -ge  Lesson 105. Other Suffixes: -tion and -tial  Lesson 106. Other Suffixes: -ous and -us  Lesson 107. Other Suffixes: -sion  Lesson 108. Spelling with -ss, -ce, and -sel  Lesson 109. Letter Combinations That Split: Blends and Digraphs  Lesson 110. Letter Combinations That Split: Double L and Glued Sounds  Lesson 111. Roots, Prefixes, and Suffixes  Lesson 112. Sounds of EU/EW: /yu/  Lesson 113. Sounds of EU/EW: /oo/  Lesson 114. Other Sounds for EA: Long e and Long a  Lesson 115. Other Sounds for EA: Short e  Lesson 116. Other Sounds for EA</p>	<ul style="list-style-type: none"> <li>● L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul> <p>V. Know spelling-sound correspondences for common vowel teams.  W. Decode regularly spelled two-syllable words with long vowels.  X. Decode words with common prefixes and suffixes.  Y. Identify words with inconsistent but common spelling-sound correspondences.  Z. Recognize and read grade-appropriate irregularly spelled words.  AA. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).  BB. Identify the parts of high-frequency words that are regular and the parts that are irregular.</p> <ul style="list-style-type: none"> <li>● L.WF.2.1. Demonstrate command of the conventions of writing. <ul style="list-style-type: none"> <li>G. Write legibly and with sufficient fluency to support composition.</li> <li>H. Write the most common graphemes (letters or letter groups) for each phoneme, for example: <ul style="list-style-type: none"> <li>i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck</li> <li>ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.</li> </ul> </li> </ul> </li> <li>● L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. <ul style="list-style-type: none"> <li>M. Regular, single-syllable words that include: <ul style="list-style-type: none"> <li>i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).</li> <li>ii. Complex consonant blends (scr, str, squ).</li> <li>iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).</li> <li>iv. Vowel-r combinations (turn, star, third, four/for).</li> <li>v. Contractions (we'll; I'm; they've; don't).</li> <li>vi. Homophones (bear, bare; past, passed).</li> </ul> </li> </ul> </li> </ul>

Lesson 117. Other Sounds for IE/EI: Long i and Long e  
Lesson 118. Other Sounds for IE/EI: e before i  
Lesson 119. Other Sounds for IE/EI: Long a  
Lesson 120. Other Sounds for IE/EI

- vii. Plurals and possessives (its, it's).
- N. Regular two- and three-syllable words that:
  - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
  - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
  - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- O. Words with suffixes that require:
  - i. consonant doubling (penning, slimmed).
  - ii. dropping silent-e (smiled, paving).
- P. Most often used words in English:
  - i. Irregular words (against, many, enough, does).
  - ii. Pattern-based words (which, kind, have).

Possible Assessments			
<i>Formative Assessments</i>	<i>Summative Assessments</i>	<i>Performance Assessments</i>	<i>Major Activities/Assignments</i>
<ul style="list-style-type: none"> <li>• Anecdotal notes during whole group, small group and individual</li> <li>• conferences</li> <li>• Sharing strategies</li> <li>• Turn and talk</li> <li>• Stop and Jots</li> <li>• Graphic organizers</li> <li>• Running Records/skills check off</li> </ul>	<ul style="list-style-type: none"> <li>• Common Summative Assessments</li> <li>• Open-Ended Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Exit tickets</li> <li>• Students modeling expectations and learned objectives with the teacher using a checklist/rubric</li> <li>• Dialogue with peers in a variety of languages (ie: appropriate greetings with classmates, hello, goodbye, and thank you)</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded throughout possible resources shown above</li> </ul>

Possible Assessment and Instructional Modifications			
<u>Special Education</u>	<u>At-Risk (ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p><b>Possible Modifications/Accommodations</b></p> <ul style="list-style-type: none"> <li>• Extra time on assessments</li> <li>• Use of a graphic organizer</li> </ul>	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be</p>	<ul style="list-style-type: none"> <li>• Enrichment projects</li> <li>• Higher-level cooperative learning activities</li> <li>• Provide higher-order questioning and discussion opportunities</li> <li>• Tiered centers</li> <li>• Tiered assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Continue practicing vocabulary</li> <li>• Choice of test format (multiple-choice, essay, true-false)</li> <li>• Vary test formats</li> <li>• Read directions to student</li> <li>• Provide study guides prior to</li> </ul>

<ul style="list-style-type: none"> <li>● Use of concrete materials and objects (manipulatives)</li> <li>● Opportunities for cooperative partner work</li> <li>● Assign fewer problems at one time (e.g., assign only odds or evens)</li> <li>● Differentiated center-based small group instruction</li> <li>● If a manipulative is used during instruction, allow its use on a test</li> <li>● Provide reteach pages if necessary</li> <li>● Provide several ways to solve a problem if possible</li> <li>● Provide visual aids and anchor charts</li> <li>● Tiered lessons and assignments</li> <li>● Highlight key directions</li> <li>● Test in alternative site</li> <li>● Use of word processor</li> <li>● Allow for redos/retakes</li> </ul>	<p>considered:</p> <ul style="list-style-type: none"> <li>● Additional time for assignments</li> <li>● Review of directions</li> <li>● Review sessions</li> <li>● Use of mnemonics</li> <li>● Have student restate information</li> <li>● Provision of notes or outlines</li> <li>● Concrete examples</li> <li>● Support auditory presentations with visuals</li> <li>● Use of a study carrel</li> <li>● Assistance in maintaining uncluttered space</li> <li>● Peer or scribe note taking</li> <li>● Space for movement or breaks</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Books on tape</li> <li>● Graphic organizers</li> <li>● Preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>● Alternate assignments/enrichment assignments</li> <li>● Provide texts at higher reading level</li> <li>● Extension activities</li> <li>● Pairing direct instruction w/coaching to promote self directed learning</li> </ul>	<p>tests</p> <ul style="list-style-type: none"> <li>● Clarify test directions, read test questions</li> <li>● Read test passages aloud (for comprehension assessment)</li> </ul>
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- Reduction of distractions
- Answers to be dictated
- Follow a routine/schedule
- Teach time management skills
- Agenda book and checklists
- Adjusted assignment timelines
- Varied reinforcement procedures
- Work in progress check
- Personalized examples
- No penalty for spelling errors or sloppy handwriting

### Individualized Learning Opportunities

- Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.

## NJSLS Theater Standards Covered in ELA Curriculum

### Creating:

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

### Performing:

- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

### Responding:

- 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.



- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Connecting:

- 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
- 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	<a href="#">Climate Change</a>	<a href="#">Amistad Law</a>	<a href="#">Holocaust Law</a> (under rationale statement)	LGBT Law	Asian Pacific Islander
<ul style="list-style-type: none"> <li>• Literature connections</li> <li>• Social Studies connections: Citizenship</li> <li>• Social Emotional connections: Social Awareness</li> </ul>	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.</i></p> <ul style="list-style-type: none"> <li>• <i>HMH Into Reading</i></li> </ul>	<ul style="list-style-type: none"> <li>• RI.MF.2.6</li> <li>• W.IW.2.2</li> <li>• SL.PE.2.1</li> </ul>	<ul style="list-style-type: none"> <li>• <i>In addition to the resources, materials, and supports listed in the pacing guide/lesson outlines, below is a link to texts and materials available to students in Grades K-6.</i></li> </ul>	<p><i>State of NJ has created the following <a href="#">curriculum guides</a> reflecting the following themes:</i></p> <p><i>K-2 (Unit 1) = Respecting Ourselves and others (you can find the links to texts we will use, activities, and resources within</i></p>	<p><i>Mention any texts, projects, or research where LGBTQ people in history or present are mentioned.</i></p> <p><i>Some examples of texts covered include:</i></p> <ul style="list-style-type: none"> <li>• <i>"Harriet Gets Carried Away"</i></li> </ul>	<p><i>Mention any texts, projects, or research where Asian Pacific Culture is mentioned.</i></p> <p><i>Some examples of texts covered include:</i></p> <ul style="list-style-type: none"> <li>• <i>"Ohana Means</i></li> </ul>

	<p>website</p> <ul style="list-style-type: none"> <li>• Spelling Stars website</li> <li>• YouTube supplemental videos</li> <li>• SMARTBoard</li> <li>• EPIC</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Link to Text Ideas and Resources</a></li> <li>• <a href="#">Link to Resources from another NJ District with resources for you to add into your documents</a></li> </ul>	<p>the curriculum guide)</p>	<p>by Jessie Sima</p> <ul style="list-style-type: none"> <li>• “Love makes a Family” by Sophie Beer</li> <li>• “One Family” by George Shannon</li> </ul> <p>Examples of LGBTQ Children’s Authors available include:</p> <ul style="list-style-type: none"> <li>• Arnold Lobel</li> <li>• Maurice Sendek</li> <li>• Margaret Wise Brown</li> <li>• James Marshall</li> <li>• Tomie DePaola</li> <li>• Ann Martin</li> <li>• Tove Jansson</li> <li>• Louise Fitzhugh</li> <li>• Louisa May Alcott</li> <li>• Harry Allard</li> </ul>	<p>Family” by Ilima Loomis</p> <ul style="list-style-type: none"> <li>• “Eyes That Kiss in the Corners” by Joanna Ho</li> <li>• “Prairie Lotus” by Linda Sue Park</li> <li>• “My Tree” by Hope Lim</li> <li>• “Sakura’s Cherry Blossoms” by Robert Paul Weston</li> <li>• “Amy Wu and the Perfect Bao” by Kat Zhang</li> </ul> <p>Examples of Asian Pacific Islander Children’s</p>
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						<p><i>Authors available include:</i></p> <ul style="list-style-type: none"><li>• <i>Grace Lin</i></li><li>• <i>Anna Kim</i></li><li>• <i>Hanh Bui</i></li><li>• <i>Yu Fu</i></li><li>• <i>Kelly Yang</i></li><li>• <i>Andrea Wang and Jason Chin</i></li><li>• <i>Darshana Khiani</i></li><li>• <i>Kao Kalia Yang</i></li></ul>
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<p align="center"><b><u>Diversity, Equity, and Inclusion Goals</u></b> <b>(Links to State Resources)</b></p>	<p align="center"><b><u>Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), and Life Literacies and Key Skills (9.4)</u></b></p>
<p>Our district is committed to supporting all of our diverse learners and allowing students to be exposed to <a href="#">Culturally Responsive Practices</a>. Below is a list of our goals for supporting these practices throughout our district and classrooms.</p> <ol style="list-style-type: none"> <li>1. Cultivate respect towards minority groups to foster appreciation of their differences as well as recognize their literary contributions.</li> <li>2. Evaluate experiences of people of diverse backgrounds and their unique journeys, including challenges and successes, and their significant historic contributions to the economic, political, and social development of New Jersey and the United States.</li> <li>3. Analyze grade-level texts highlighting the contributions of persons of different genders, ethnicities, and abilities.</li> <li>4. Apply the design thinking process to develop empathy, challenging biases, to better understand different perspectives and experiences to creatively problem-solve and innovate solutions for diverse groups of people with specific needs.</li> <li>5. Engage in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and communicate with diverse audiences while applying content knowledge, integrating concepts across disciplines, and developing research, communication, and critical-thinking skills.</li> <li>6. Reflect on personal experiences and the experiences of others building empathy and promoting a climate of respect and acceptance of people with different backgrounds and</li> </ol>	<p><b>Financial Literacy (9.1):</b></p> <ul style="list-style-type: none"> <li>● By the end of Grade 2 <ul style="list-style-type: none"> <li>○ 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>○ 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</li> </ul> </li> </ul> <p><b>Career Awareness, Exploration, and Preparation (9.2):</b></p> <ul style="list-style-type: none"> <li>● By the end of Grade 2 <ul style="list-style-type: none"> <li>○ 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</li> </ul> </li> </ul> <p><b>Life Literacies and Key Skills (9.4):</b></p> <ul style="list-style-type: none"> <li>● By the end of Grade 2 <ul style="list-style-type: none"> <li>○ 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>○ 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</li> <li>○ 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li> <li>○ 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> <li>○ 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital</li> </ul> </li> </ul>

abilities.

environments.

- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

2<sup>nd</sup> Grade Pacing Guide

Year Long Pacing Guide First Marking Period				
Modules 1-3	Duration	Related Standards	Learning Goals New Jersey Student Learning Standards for English Language Arts	Topics and Skills: Student Learning Objectives
<p><u>Marking Period 1:</u>  <b>Reading</b>                      Module 1                      Module 2                      Module 3</p> <p><b>Spelling/Grammar</b>                      Module 1                      Module 2                      Module 3</p> <p><b>Writing</b>                      Module 1                      Module 2</p> <p><b>Reading Horizons:</b>                      Lessons 1-27</p>	9 weeks	L.RF.2.3.A-G  L.RF.2.4.A-C  L.VL.2.2.A-E  L.VI.2.3.A-C  L.WF.2.1.A-B  L.WF.2.2.A-D  L.WF.2.3.A-G  L.KL.2.1.A-B	<ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>Read with sufficient accuracy and fluency to support comprehension.</li> <li>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.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Demonstrate command of the conventions of writing.</li> <li>Demonstrate command of the conventions of encoding and spelling.</li> <li>Demonstrate command and use of the conventions of writing including those</li> </ul>	<ul style="list-style-type: none"> <li>know and apply grade-level phonics and word analysis in decoding words</li> <li>read with sufficient fluency</li> <li>determine the meaning of unknown words using multiple strategies</li> <li>identify and write letters for short a and short i sounds</li> <li>identify and write letters for short e, short o and short u sounds</li> <li>identify and write letters for long a and long i sounds</li> <li>identify and write letters for long o and long u sounds</li> <li>identify and write letters for short and long vowels</li> <li>identify and write blends using l, r, s</li> </ul>

		RL.CR.2.1	<p>listed under grade one foundational skills.</p> <ul style="list-style-type: none"> <li>● Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<ul style="list-style-type: none"> <li>● identify the subject and predicate of a sentence</li> <li>● identify a complete sentence</li> <li>● identify the four different types of sentences</li> </ul>
		RI.CR.2.1	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>● identify the main topic of a text</li> <li>● ask questions such as who, what, where, when, why and how to demonstrate key details in a text</li> </ul>
		RI.CI.2.2	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>● identify the setting of a text</li> <li>● identify the author's purpose of a text</li> </ul>
		RL.CI.2.2	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</li> </ul>	<ul style="list-style-type: none"> <li>● analyze the internal traits and external traits of a character</li> </ul>
		RL.IT.2.3	<ul style="list-style-type: none"> <li>● Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</li> </ul>	<ul style="list-style-type: none"> <li>● use the text and illustrations to make inferences</li> </ul>
		RL.TS.2.4	<ul style="list-style-type: none"> <li>● Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).</li> </ul>	<ul style="list-style-type: none"> <li>● make connections between text and visuals to guide understanding</li> <li>● identify the elements of poetry</li> </ul>
		RI.PP.2.5	<ul style="list-style-type: none"> <li>● Describe how characters in a story respond to major events and challenges using key details within a text.</li> </ul>	<ul style="list-style-type: none"> <li>● write a paragraph</li> <li>● write a narrative</li> </ul>
		RL.PP.2.5	<ul style="list-style-type: none"> <li>● Describe how characters in a story respond to major events and challenges using key details within a text.</li> </ul>	<ul style="list-style-type: none"> <li>● Write a descriptive essay</li> </ul>

		RL.MF.2.6	<ul style="list-style-type: none"> <li>Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</li> </ul>	
		RI.MF.2.6	<ul style="list-style-type: none"> <li>Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</li> </ul>	
		W.NW.2.3.A-E	<ul style="list-style-type: none"> <li>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>	
		W.WP.2.4.A-C	<ul style="list-style-type: none"> <li>With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul>	
		W.RW.2.7	<ul style="list-style-type: none"> <li>Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>	
		SL.PE.2.1.A-C	<ul style="list-style-type: none"> <li>Write narratives based on real or imagined experiences or events with basic story elements.</li> </ul>	
		SL.II.2.2	<ul style="list-style-type: none"> <li>With guidance and support from adults and peers, develop and strengthen</li> </ul>	



		<p>SL.ES.2.3</p> <p>SL.PI.2.4</p> <p>SL.UM.2.5</p> <p>SL.AS.2.6</p>	<p>writing as needed by planning, revising and editing.</p> <ul style="list-style-type: none"> <li>● Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</li> <li>● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>● Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify</li> </ul>	
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			<p>ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"><li>● Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li></ul>	
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**Year Long Pacing Guide  
Marking Period 2**

Modules 4-6	Duration	Related Standards	Learning Goals New Jersey State Learning Standards for English Language Arts	Topics and Skills: Student Learning Objectives
<p><u>Marking Period 2:</u> <b>Reading</b> Module 4 Module 5 Module 6</p> <p><b>Spelling/Grammar</b> Module 4 Module 5 Module 6</p> <p><b>Writing</b> Module 4 Module 6</p> <p><b>Reading Horizons:</b> Lessons 28-58</p>	9 weeks	<p>L.RF.2.3.A-G</p> <p>L.RF.2.4.A-C</p> <p>L.VL.2.2.A-E</p> <p>L.VI.2.3.A-C</p> <p>L.WF.2.1.A-B</p> <p>L.WF.2.2.A-D</p> <p>L.WF.2.3.A-G</p> <p>L.KL.2.1.A-B</p>	<ul style="list-style-type: none"> <li>● Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● 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.</li> <li>● Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>● Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● 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.</li> <li>● Demonstrate understanding of figurative language,</li> </ul>	<ul style="list-style-type: none"> <li>● know and apply grade-level phonics and word analysis in decoding words</li> <li>● read with sufficient fluency</li> <li>● determine the meaning of unknown words using multiple strategies</li> <li>● spell words with k and ck</li> <li>● spell words with long a patterns</li> <li>● spell using the long e vowel sound</li> <li>● spell words with the long o vowel sound</li> <li>● spell words with the long i vowel sound</li> <li>● spell homophones</li> <li>● spell words with suffixes -s and -es</li> </ul>

		<p>RI.CI.2.2</p> <p>RI.PP.2.5</p> <p>RL.TS.2.4</p> <p>RL.MF.2.6</p> <p>RL.IT.2.3</p> <p>L.VI.2.3.A-C</p> <p>RL.TS.2.4</p> <p>RI.IT.2.3</p> <p>RL.CT.2.8</p> <p>W.AW.2.1.A-C</p>	<p>word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>● Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</li> <li>● Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</li> <li>● Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</li> <li>● With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>● Describe how characters in a story respond to major events and challenges using key details within a text.</li> <li>● Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>● Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier</li> </ul>	<ul style="list-style-type: none"> <li>● spell words with sounds for c and g</li> <li>● spell words with the r-controlled vowel ar</li> <li>● identify verbs in present, past, and future tenses</li> <li>● identify compound sentences</li> <li>● use quotation marks accurately and appropriately</li> <li>● identify proper nouns</li> <li>● use abbreviations accurately and appropriately</li> <li>● identify pronouns</li> <li>● identify subject-verb agreement</li> <li>● identify the verb <i>be</i></li> <li>● identify the central idea of a text</li> <li>● identify point of view</li> <li>● identify author's purpose of a text</li> </ul>
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		<p>W.RW.2.7</p> <p>SL.PE.2.1.A-C</p> <p>SL.II.2.2</p> <p>SL.ES.2.3</p> <p>SL.PI.2.4</p> <p>SL.UM.2.5</p> <p>SL.AS.2.6</p>	<p>sections.</p> <ul style="list-style-type: none"> <li>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.</li> <li>● Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> <li>● With prompts and support, write opinion pieces to present an idea with reasons or information.</li> <li>● Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</li> <li>● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> <li>● Tell a story or recount an experience with appropriate facts and relevant, descriptive details,</li> </ul>	<ul style="list-style-type: none"> <li>● identify the theme of a text</li> <li>● identify the chronological order of a text</li> <li>● identify the story structure</li> <li>● make inferences about a text</li> <li>● identify elements of drama</li> <li>● identify figurative language</li> <li>● write an opinion piece</li> </ul>
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speaking audibly in coherent sentences.

- Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Year Long Pacing Guide  
Marking Period 3**

Modules 7-9	Duration	Related Standards	Learning Goals New Jersey State Learning Standards English Language Arts	Topics and Skills: Student Learning Objectives
<p><u>Marking Period 3:</u> <b>Reading</b> Module 7 Module 8 Module 9</p> <p><b>Spelling/Grammar</b> Module 7 Module 8 Module 9</p> <p><b>Writing</b> Module 7 Module 9</p> <p><b>Reading Horizons:</b> Lessons 59-89</p>	9 weeks	<p>L.RF.2.3.A-G</p> <p>L.RF.2.4.A-C</p> <p>L.VL.2.2.A-E</p> <p>L.WF.2.1.A-B</p> <p>L.WF.2.2.A-D</p> <p>L.WF.2.3.A-G</p> <p>L.KL.2.1.A-B</p> <p>RL.PP.2.5</p> <p>RI.CR.2.1</p> <p>RI.PP.2.5</p>	<ul style="list-style-type: none"> <li>● Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● 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.</li> <li>● Demonstrate command of the conventions of writing.</li> <li>● Demonstrate command of the conventions of encoding and spelling.</li> <li>● Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</li> <li>● Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>	<ul style="list-style-type: none"> <li>● know and apply grade-level phonics and word analysis in decoding words</li> <li>● read with sufficient fluency</li> <li>● determine the meaning of unknown words using multiple strategies</li> <li>● spell words using the r-Controlled or/ore sounds</li> <li>● spell words using the r-Controlled er, ir, ur sounds</li> </ul>

		<p>RI.AA.2.7</p> <p>RL.IT.2.3</p> <p>RL.MF.2.6</p> <p>RI.TS.2.4</p> <p>RI.CT.2.8</p> <p>RL.TS.2.4</p> <p>RL.CR.2.1</p> <p>L.VI.2.3.A-C</p> <p>RI.IT.2.3</p> <p>W.IW.2.2.A-C</p> <p>W.WR.2.5</p>	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</li> <li>● Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</li> <li>● Describe and identify the logical connections of how reasons support specific points the author makes in a text.</li> <li>● Describe how characters in a story respond to major events and challenges using key details within a text.</li> <li>● With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>● Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</li> <li>● Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</li> <li>● Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</li> <li>● Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as</li> </ul>	<ul style="list-style-type: none"> <li>● spell words with oo vowel team</li> <li>● identify and write words using vowel patterns /ōō/</li> <li>● identify and write words using vowel teams ou and ow</li> <li>● identify and write words using vowel patterns /ô/</li> <li>● identify and write compound words</li> <li>● identify and write contractions</li> <li>● identify and write words using the soft g sound (-ge, -dge)</li> <li>● use commas in dates accurately and appropriately</li> <li>● accurately use</li> </ul>
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		<p>W.SE.2.6</p> <p>W.RW.2.7</p> <p>SL.PE.2.1.A-C</p> <p>SL.II.2.2</p> <p>SL.ES.2.3</p> <p>SL.PI.2.4</p> <p>SL.UM.2.5</p> <p>SL.AS.2.6</p>	<p>the basis for the answers.</p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.</li> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information.</li> <li>● Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</li> <li>● Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</li> <li>● Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</li> <li>● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>● Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information,</li> </ul>	<p>commas in a series</p> <ul style="list-style-type: none"> <li>● accurately identify types of adjectives</li> <li>● identify and use irregular verbs in sentences</li> <li>● identify and use contractions in sentences</li> <li>● identify and use different types of adverbs in sentences</li> <li>● identify and use possessive nouns in sentences</li> <li>● identify the author's opinion and supporting details</li> <li>● a character's internal and external traits</li> </ul>
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			<p>or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"><li>• Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li><li>• Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li><li>• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li></ul>	<ul style="list-style-type: none"><li>• identify text features in a text</li><li>• identify the author's point of view</li><li>• make inferences about a text</li><li>• identify cause and effect examples in a text</li><li>• use content area words to understand a text</li><li>• ask and answer questions about a text</li><li>• identify elements of poetry</li><li>• write a narrative</li></ul>
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**Year Long Pacing Guide  
Marking Period 4**

Modules 10-12	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
<p><b>Reading</b> Module 10 Module 11 Module 12</p> <p><b>Spelling/Grammar</b> Module 10 Module 11 Module 12</p> <p><b>Writing</b> Module 11 Module 12</p> <p><b>Reading Horizons:</b> Lessons 90-120</p>	9 weeks	<p>L.RF.2.3.A-G</p> <p>L.RF.2.4.A-C</p> <p>L.VL.2.2.A-E</p> <p>L.VI.2.3</p> <p>L.WF.2.1.A-B L.WF.2.2.A-D</p> <p>L.WF.2.3.A-G</p> <p>L.KL.2.1.A-B</p> <p>RL.PP.2.5</p>	<ul style="list-style-type: none"> <li>● Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● 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.</li> <li>● Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>● Demonstrate command of the conventions of writing.</li> <li>● Demonstrate command of the conventions of encoding and spelling.</li> <li>● Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</li> <li>● Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<ul style="list-style-type: none"> <li>● know and apply grade-level phonics and word analysis in decoding words</li> <li>● read with sufficient fluency</li> <li>● determine the meaning of unknown words using multiple strategies</li> <li>● spell words using the r-Controlled or/ore sounds</li> <li>● spell words using the r-Controlled er, ir, ur sounds</li> <li>● spell words with</li> </ul>

		RI.CR.2.1			oo vowel team
		RI.PP.2.5	<ul style="list-style-type: none"> <li>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> </ul>		<ul style="list-style-type: none"> <li>identify and write words using vowel patterns /ōō/</li> </ul>
		RI.AA.2.7	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</li> </ul>		<ul style="list-style-type: none"> <li>identify and write words using vowel teams ou and ow</li> </ul>
		RL.IT.2.3			
		RL.MF.2.6	<ul style="list-style-type: none"> <li>Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</li> </ul>		<ul style="list-style-type: none"> <li>identify and write words using vowel patterns /ô/</li> </ul>
		RI.TS.2.4	<ul style="list-style-type: none"> <li>Describe and identify the logical connections of how reasons support specific points the author makes in a text.</li> </ul>		
		RI.CT.2.8	<ul style="list-style-type: none"> <li>Describe how characters in a story respond to major events and challenges using key details within a text.</li> </ul>		<ul style="list-style-type: none"> <li>identify and write compound words</li> </ul>
		RL.TS.2.4	<ul style="list-style-type: none"> <li>With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> </ul>		<ul style="list-style-type: none"> <li>identify and write contractions</li> </ul>
		RL.CR.2.1	<ul style="list-style-type: none"> <li>Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</li> </ul>		<ul style="list-style-type: none"> <li>identify and write words using the soft g sound (-ge, -dge)</li> </ul>
		L.VI.2.3.A-C	<ul style="list-style-type: none"> <li>Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.</li> </ul>		<ul style="list-style-type: none"> <li>use commas in dates accurately and appropriately</li> </ul>
		RI.IT.2.3			

		W.AW.2.1	<ul style="list-style-type: none"> <li>Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</li> <li>Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.</li> <li>With prompts and support, write opinion pieces to present an idea with reasons or information.</li> <li>Write narratives based on real or imagined experiences or events with basic story elements.</li> <li>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</li> <li>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>	<ul style="list-style-type: none"> <li>accurately use commas in a series</li> </ul>
		W.NW.2.3		<ul style="list-style-type: none"> <li>accurately identify types of adjectives</li> </ul>
		W.WP.2.4		<ul style="list-style-type: none"> <li>identify and use irregular verbs in sentences</li> </ul>
		SL.PE.2.1.A-C		<ul style="list-style-type: none"> <li>identify and use contractions in sentences</li> </ul>
		SL.II.2.2		<ul style="list-style-type: none"> <li>identify and use different types of adverbs in sentences</li> </ul>
		SL.ES.2.3		<ul style="list-style-type: none"> <li>identify and use possessive nouns in sentences</li> </ul>
		SL.PI.2.4		<ul style="list-style-type: none"> <li>identify the author's opinion and supporting details</li> </ul>
		SL.UM.2.5		<ul style="list-style-type: none"> <li>a character's</li> </ul>
		SL.AS.2.6		

			<ul style="list-style-type: none"><li>• Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li><li>• Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li><li>• Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li><li>• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li></ul>	<p>internal and external traits</p> <ul style="list-style-type: none"><li>• identify text features in a text</li><li>• identify the author's point of view</li><li>• make inferences about a text</li><li>• identify cause and effect examples in a text</li><li>• use content area words to understand a text</li><li>• ask and answer questions about a text</li><li>• Write a narrative</li><li>• Write an opinion essay</li></ul>
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