

Ganado Unified School District #20

(ELA/2nd Grade)

PACING Guide SY 2021-2022

| Resources | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| First Quarter | | | | |
| <p style="color: #C00040; text-align: center;">Week 1 August 3-6</p> <p style="text-align: center;">BACK TO SCHOOL PROCEDURES AND INTRODUCTIONS</p> <p>Classroom Rules Routines ELA textbooks Organize materials</p> | <p>2.SL. 1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p>What is my role as a student?</p> <p>What are the rules in my classroom?</p> <p>What are the rules of the school?</p> <p>What are the rules of the playground?</p> <p>What are the consequences to broken rules?</p> <p>Where do I put my personal items?</p> <p>What are important places within the school?</p> | <p>I can introduce myself.</p> <p>I can familiarize myself with school and classroom expectations.</p> <p>I will familiarize myself with my school and classroom surroundings.</p> <p>I can identify and learn the routines and procedures of my school and classroom.</p> | <p>Introductions</p> <p>Routine</p> <p>Procedures</p> <p>Expectations</p> <p>Rules</p> <p>Consequences</p> |

Social-Concept 4: Rights, Responsibilities, and Roles of Citizenship. Discuss examples of responsible citizenship in the school setting and in stories about the past and present.

August 2021-May 2022

DAILY STANDARDS

Daily standards

2.WF.3.a

4. Vowel-r combinations (e.g., turn, star, third, four, for).

2.WF.3.d

1. Irregular words (e.g., against, many, enough, does).

2. Pattern-based words (e.g., which, kind, have).

2.L.1.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

2.WF.1 a.1 Write legibly in manuscript using correct letter formation.

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| <p>2.WF.1.b Transcribe ideas in manuscript with automaticity and proper spacing</p> | | | | |
| <p>Week 2 Aug. 9-13</p> <p>STRUCTURE OF A STORY UNIT 1:T328-329,T356 UNIT 3: T154 UNIT 4:T252, T253</p> <p>MyView 2.1: pgs.125, 246, 331, 332</p> <p>MyView 2.2: pgs., 268, 275, 277, 319, 398</p> <p>*graphic organizers *paragraphs *books *highlighting</p> | <p>2.RL.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> | <p>How does the beginning differ from the end?</p> <p>How did the character change from the beginning of the story to the end?</p> <p>How do characters in a story respond, say or think to major events and challenges?</p> | <p>I can identify the characters in a story.</p> <p>I can identify the setting in a story.</p> <p>I can identify the plot of a story.</p> | <p>SEQUENCE Characters Setting Plot Introduction Conclude Characters Major events Challenges</p> |
| <p>Week 3 Aug. 16-20</p> <p>LONG AND SHORT VOWELS UNIT 1: T22, T24, T28, T53, T58, T98, T134 **ELL Targeted Support: Long and Short Vowels, T23, T99</p> | <p>2.RF.3a Distinguish long and short vowels.</p> <p>2.WF.2 Demonstrate and apply sound-letter concepts. a. Write the most common graphemes (letters or letter groups) for each phoneme. For example: 1. Consonants: /s/= s, ss, ce, ci, cy</p> | <p>What are vowels?</p> <p>What are consonants?</p> <p>How do you know when a vowel has a long sound?</p> | <p>I can determine if a word has a short vowel sound.</p> <p>I can determine if a word has a long vowel sound.</p> | <p>Vowel</p> <p>Consonant</p> <p>Patterns</p> <p>cvc</p> <p>vcv</p> <p>cvv</p> |

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| <p>UNIT 2: T336, T370, T390, T391 **ELL Targeted Support: T337</p> <p>UNIT 3: T22, T26, T28, T54 **ELL Targeted Support, Vowel Patterns, T24</p> <p>myView Literacy2.1 pgs.16, 17, 18, 47, 54, 55, 56, 85 *graphic organizers *newspapers *highlighting *sorting *matching</p> | <p>/f/= f, ff, ph /k/= c, k, ck</p> <p>2. Vowels: /o/= o, o_e, oa, ow (long o) /a/= a, a_e, ai, ay, eigh (long a)</p> <p>2.WF.3.a 1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge). 2. Complex consonant blends (e.g., scr, str, squ).</p> | <p>How do you know when a vowel has a short sound?</p> <p>What is a CVC word?</p> | |
| <p>Week 4 Aug. 23-27</p> <p>INFORMATION GAINED FROM ILLUSTRATIONS</p> <p>UNIT 1: T172, T173, T316, T317</p> <p>UNIT 2: pg. T20, T21, T98, T99, T346, T356, T374, T388.</p> <p>MyView 2.1: pg. 42, 80, 188</p> | <p>2.RI.7 Use information gained from the illustrations and words in print of digital text to demonstrate understanding of its character, setting, and plot.</p> | <p>What is an illustration?</p> <p>How can an illustration help me better understand details of a story?</p> | <p>I can gather information from illustrations to understand the details of a text.</p> <p>I can use the illustrations to understand the characters in a text.</p> <p>I can use the illustrations to help me identify the setting of a story.</p> <p>Information illustration</p> |

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| <p style="text-align: center;">Week 5 Aug. 30-Sept. 3</p> <p style="text-align: center;">CAPITALIZATIONS</p> <p>Unit 3: T398 Unit 4: T33 Unit 5: T76, T399 **ELL Targeted Support: Edit for Capitalization, T397</p> <p>MyView 2.1: pg. 48, 57, 154, 163, 261, 330, 338</p> <p>MyView 2.2: 405, 662</p> <p>*Books *highlight in newspapers *Sentences</p> | <p>2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names</p> | <p>What words need to be capitalized?</p> <p>What is a proper noun?</p> | <p>I can write sentences using correct capitalizations.</p> <p>I can write sentences with the correct capitalizations.</p> <p>I can identify and capitalize proper nouns.</p> | <p>Capitalize Punctuation Holidays Product Names Geographic Names</p> <p>Beginning of a sentence Lonely “i” months days of the week names of people holidays cities/towns states stores book titles street names landmarks</p> |
| <p style="text-align: center;">Week 6 Sept. 7-10</p> <p style="text-align: center;">CAPITALIZATIONS PROPER NOUNS</p> <p>Unit 3: T398 Unit 4: T33 Unit 5: T76, T399 **ELL Targeted Support: Edit for Capitalization, T397</p> | <p>2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names</p> | <p>What words need to be capitalized?</p> <p>What is a proper noun?</p> | <p>I can write sentences with the correct capitalizations.</p> <p>I can identify and capitalize proper nouns.</p> | <p>Capitalize Punctuation Holidays Product names Geographic names Proper noun</p> |

MyView 2.1: pg. 48, 57,
154, 163, 261, 330, 338

MyView 2.2: 405, 662

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- *matching
- *sorting
- *sentences
- *highlighting

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| <p style="text-align: center;">Week 7 Sept. 13-17</p> <p>COMMAS IN A LETTER</p> <p>Unit 4: T246-T247, T328, T436</p> <p>MyView 2.1: pg. 154, 155, 192, 207</p> <p>MyView 2.2: pg. 226, 360, 405, 456</p> <p>*writing letters *highlighting *digital interactive letter through TPT/Easel</p> | <p>2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in greetings and closings of letters. y7</p> <p>2.L.3a. Compare formal and informal uses of English.</p> | <p>What are the parts to a letter?</p> <p>Where do I place a comma when writing a letter?</p> | <p>I can identify parts of a letter.</p> <p>I can add commas in my letter where they are needed.</p> <p>I can write a letter in proper letter writing format.</p> | <p>Date Greeting Body Closing Signature comma punctuation</p> |
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| <p>Week 8 Sept. 20-24</p> <p>COMMAS IN A LETTER</p> <p>Unit 4: T246-T247, T328, T436</p> <p>MyView 2.1: pg. 154, 155, 192, 207</p> <p>MyView 2.2: pg. 226, 360, 405, 456</p> <p>*writing letters *highlighting *digital interactive letter through TPT/Easel</p> | <p>2.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>2.L.3a. Compare formal and informal uses of English.</p> | <p>What are the parts to a letter?</p> <p>Where do I place a comma when writing a letter?</p> | <p>I can write a letter.</p> <p>I can add commas in my letter.</p> | <p>Date Greeting Body Closing Signature comma</p> |
| <p>Week 9 Sept. 27 – Oct. 1</p> <p>KINDS OF SENTENCES</p> | <p>2.L.1.h. Identify and use <u>declarative</u>, <u>interrogative</u>, <u>imperative</u>, and <u>exclamatory</u> sentences</p> <p>2.L.1. f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)</p> | | <p>I can write a variety of sentences.</p> <p>I can determine the punctuation to use at the end of a sentence.</p> | <p>declarative interrogative imperative exclamatory interjections</p> <p>punctuations</p> |
| <p>Week 10 Oct. 4-7 (End of 1st qtr week)</p> | <p>2.L.1 e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> | <p>What is a noun?</p> <p>What is a verb?</p> <p>What is an adjective?</p> | <p>I can identify nouns in a sentence.</p> <p>I can identify verbs in a text.</p> | <p>Parts of Speech Noun person place thing idea</p> |

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| <p>NOUNS, VERBS, ADJECTIVES</p> <p>*newspaper search *Identify from list of words *stories *mystery box *acting out verbs *Eating Adjective Plates *index cards *illustrations *sorting *matching</p> | | <p>I can identify adjectives in a story.</p> | | <p>Verb action movement Adjective describe color size</p> |
| <p>Second Quarter</p> | | | | |
| <p>Week 11 Oct. 12-15</p> <p>COLLECTIVE NOUNS</p> <p>Unit 2- Week 5: Collective nouns,Pg.T455, T459, T467</p> <p>My View Literacy 2.1- Pg.410</p> <p>Unit 3: Week 1- Review:Collective Nouns- pg.T355</p> <p>*box illustrations *sentences *search *matching *sorting</p> | <p>2.L.1.a Demonstrate command of conventions of standard English and usage when writing or speaking using collective nouns (e.g. group).</p> | <p>What are collective nouns?</p> <p>What is a group?</p> | <p>I can identify a noun.</p> <p>I can identify several collective nouns.</p> <p>I can utilize collective nouns in a complete sentence.</p> | <p>Nouns</p> <p>Collective Nouns family deck pride stack pride team bouquet herd school flock litter pack batch</p> |

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| <p>Week 12 Oct. 18-22</p> <p>IRREGULAR PLURAL NOUNS</p> <p>Unit 2: Week 2+3-Lessons 1-4-Irregular Plural Nouns,Pgs. T383, T387, T391, T403</p> <p>My View Literacy 2.1: Pg. 286</p> <p>*matching *online games *illustrations *textbook *sorting *highlighting *tic-tac-toe</p> | <p>2.L.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>)</p> | <p>What are irregular plural nouns?</p> <p>When do I use irregular plural nouns?</p> | <p>I can identify nouns.</p> <p>I can explain what plural means.</p> <p>I can explain what singular means.</p> <p>I can identify words that are irregularly spelled when plural.</p> | <p>Irregular Plural nouns</p> <p>singular</p> <p>plural</p> <p>add es -s -ch -sh -x -z</p> <p>change to -ves -f -fe</p> |
| <p>Week 13 Oct. 25-29</p> <p>IRREGULAR VERBS</p> <p>Unit 3: Week 3-Interstellar Cinderella,Pgs. T165-T177</p> <p>My View Literacy 2.2-Pg. 102-115</p> | <p>2.L.1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, and told</i>).</p> | <p>How does the tense change some verbs?</p> | <p>I can identify verbs.</p> <p>I can identify irregular verbs.</p> <p>I can form and use past tense of frequently occurring irregular verbs.</p> | <p>Past, present, future tense</p> <p>Verbs</p> <p>Irregular verbs: wake up - woke up eat - ate drink - drank go - went sing - sang swim - swam have - had</p> |

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| <p>Lesson 2-4- Irregular verbs, Pg. T407, T411, T415</p> <p>My View Literacy 2.2-Pg. 134</p> <p>*matching *online games *illustrations *textbook *sorting *highlighting</p> | | | | <p>come - came ride - rode do - did sleep - slept give - gave write - wrote read - read run - ran throw - threw grow - grew freeze - froze stink - stunk find - found</p> |
| <p>Week 14 Nov. 1-5</p> <p>IRREGULAR VERBS</p> <p>Unit 3: Week 3- Interstellar Cinderella,Pg.T165-T177 My View Literacy 2.2-Pgs. 102-115 Lesson 2-4- Irregular Verbs, Pg. T407, T411, T415 My View Literacy 2.2 Pg. 134</p> <p>*matching *online games *illustrations *textbook *sorting</p> | <p>2.L.1.d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told).</p> | <p>How does the tense change some verbs?</p> | <p>I can identify verbs.</p> <p>I can identify irregular verbs.</p> <p>I can form and use past tense of frequently occurring irregular verbs.</p> | <p>Past, present, future tense</p> <p>Verbs</p> <p>Irregular verbs</p> |

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| *highlighting | | | | |
| <p style="text-align: center;">Week 15 Nov. 8-12</p> <p style="text-align: center;">SHADES OF MEANING VERBS</p> <p>*Unit 4: ELL Targeted Support: Vocabulary, T60 Strategy Group: Develop Vocabulary, T64 Possible Teaching Point: Academic Vocabulary: Oral Language, T368</p> <p>*matching *illustrations *sentences *textbook sorting *highlighting *graphic organizers *newspapers *describe objects *cut and paste *read <u>Mason Moves Away</u></p> | <p>2.L.5.b identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> | <p>What are ways to distinguish shades of meaning among closely related verbs?</p> | <p>I can make a list of verbs I know.</p> <p>I can distinguish between shades of meaning among closely related verbs.</p> <p>I can use verbs of different shades in a sentence.</p> | <p>Distinguish shades closely related adjectives Verbs</p> |
| <p style="text-align: center;">Week 16 Nov. 15-19</p> <p style="text-align: center;">SHADES OF MEANING ADJECTIVES</p> <p>Unit 5:</p> | <p>2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> | <p>What are ways to distinguish shades of meaning among closely related adjectives?</p> | <p>I can make a list of verbs I know.</p> <p>I can distinguish between shades of meaning among closely related verbs.</p> | <p>Distinguish shades closely related adjectives Verbs</p> |

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| <p>Possible Teaching Point: Academic Vocabulary: Synonyms, T132 Possible Teaching Point: Academic Vocabulary: Synonyms, T135</p> <p>*paint samples *matching *illustrations *sentences *textbook sorting *highlighting *graphic organizers *newspapers *describe objects *cut and paste *read <u>Mason Moves Away</u></p> | <p>2.WF.3.a 6. Homophones (e.g., bear, bare; past, passed).</p> | | <p>I can use verbs of different shades in a sentence.</p> | |
| <p>Week 17 Nov. 29-Dec. 3</p> <p>CONTRACTIONS</p> <p>Unit 2: Week 1- Lesson 1-4 T18-T19 Phonics: Contraction:T32- T33,T60,T68 Sound-Spelling Cards 110,112</p> <p>My View Literacy 2.1 Pg. 219 +220; 251-A Green Kids Guide to Watering Plants Pgs. T36</p> | <p>2.L.2.c. Use an apostrophe to form CONTRACTIONS and frequently occurring possessives.</p> <p>2.WF.3.a.5. Contractions (e.g., we'll, I'm, they've, don't).</p> | <p>What is an apostrophe?</p> <p>What is a contraction?</p> <p>How do we use an apostrophe to form contractions?</p> | <p>I can use an apostrophe to form contractions.</p> <p>I can construct a contraction from two words using an apostrophe.</p> <p>I can deconstruct a contraction to two words.</p> | <p>Apostrophe Contractions</p> |

My View Literacy 2.1-Pg.
225-226

Unit 2: Week 1-Lesson 1-3-
Contraction Pg. T354, T358,
T362

Resource Download Center-
Spelling Contractions Pg. 85

- *matching
- *sentences
- *highlighting
- *cut and paste
- *online games
- *flashcards
- *puzzles
- *whiteboards

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| <p>Week 18 Dec. 6-10</p> <p>CONTRACTIONS</p> <p>Unit 2: Week 1- Lesson 1-4 T18-T19 Phonics: Contraction; T32-T33, T60, T68 Sound-Spelling Cards 110,112</p> <p>Student Interactive-My View Literacy 2.1 Pg. 219 +220,251, A Green Kids</p> | <p>2.L.2.c. Use an apostrophe to form CONTRACTIONS and frequently occurring possessives.</p> <p>2.WF.3.a 5. Contractions (e.g., we'll, I'm, they've, don't).</p> | <p>How do we use an apostrophe to form contractions?</p> | <p>I can use an apostrophe to form contractions.</p> <p>I can construct a contraction from two words using an apostrophe.</p> <p>I can deconstruct a contraction to its two separate words.</p> | <p>Apostrophe Contractions</p> |
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Guide to Watering Plants Pgs.
T36

My View Literacy 2.1-Pg.
225-226

Unit 2: Week 1-Lesson 1-3

Contraction Pg. T354, T358,
T362

**Resource Download Center-
Spelling Contractions** Pg. 85

Week 19
Dec. 13-17

POSSESSIVE NOUNS

*** Unit 4:**

Possible Teaching Point:
Read Like a Writer:
Author's Craft, pg.T52

Unit 5:

Lessons 2-5: Language &
Conventions:
Contractions, T162-T163

Lesson 1: Contractions,
T238

Revise and Edit, T426

*sentences *belongs to who
*ownership *matching
*pictures *paragraphs
*highlighting *G-
Organizers

2.L.2.c. Use an apostrophe to
form contractions and
frequently occurring
POSSESSIVES.

What does possessive
mean?

How do we use an
apostrophe to indicate
possession?

What is a plural noun?

I can identify a possessive
noun in a text.

I can use possessive nouns
correctly in a sentence.

I can identify the difference
between plural, possessive
and plural possessive nouns.

Apostrophe
Possessives
Nouns

Third Quarter

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| <p style="text-align: center;">Week 20 Jan. 3-7</p> <p style="text-align: center;">POSSESSIVE NOUNS</p> <p>*Unit 2-week 4: pg. 374 Unit 2-week 4: T431, T435, T439</p> | <p>2.L.2.c. Use an apostrophe to form contractions and frequently occurring POSSESSIVES.</p> <p>2.WF.3.a7. Plurals and possessives (e.g., its, it's).</p> | <p>How do we use an apostrophe to form a possessive?</p> <p>What clue words show possession?</p> <p>To whom is in possession?</p> | <p>I can identify a possessive noun in a text.</p> <p>I can use possessive nouns correctly in a sentence.</p> <p>I know the difference between plural, possessive and plural possessive nouns.</p> | <p>Apostrophe Possessives Nouns</p> |
| <p style="text-align: center;">Week 21 Jan. 10-14</p> <p style="text-align: center;">COMPOUND WORDS</p> <p>Unit 3:Week 6- Foundational skills- compound words, pg.416, 417, 419 Unit 3:week 6-lesson 5- pgs.T482 - T483. T477, T494 - T495</p> <p>*sentences *G-organizers *illustrations *newspapers *games *read <u>Cloudy With a Chance of Meatballs</u></p> | <p>2.L.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>2.WF.3b2. Include familiar compound words (e.g., houseboat, yellowtail).</p> | <p>How can I use knowledge of individual words to predict the meaning of compound words?</p> <p>How do compound words work?</p> <p>What is a compound word?</p> | <p>I can identify the two individual words that make a compound word.</p> <p>I can connect two individual words to make a compound word.</p> <p>I can illustrate or represent the meaning of a compound word.</p> | <p>Compound individual Predict Meaning</p> |

Week 22
Jan. 18-21

TEXT FEATURES

Unit 2-week 2: A home on the prairie-pg. 265

Unit 2- week 3:pg. 126, 136, Gwendolyn brooks pg.245- explore text features

Unit 2- week 5: Amazing Migrations-pg. 387

Unit 3-week 5: My food, your food, pg.181

Unit 4- Building in nature, pg. 287

Text Features:

Unit 2: T94, T104, T108, T110, T113, T122- T123, T137- T138, T243, T294, T304, T308, T310, T324- T325

Unit 3: T237, T288, T294, T301, T304, T308-T312, T314, T324- T325

Unit 4-T96, T105, T112, T117, T119, T120, T123- 133

Unit 5:T305

*matching

*illustrations

*articles

*newspapers

2.RI.5 Know and use various **TEXT FEATURES** (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

What is a text feature?

What are some common text features?

How do I use text features to better understand what I'm reading?

I can identify common text features.

I can use text features to help me understand what I'm reading.

I can effectively use text features.

Non-Fiction
Key facts

Text Features
Title
Table of Contents
heading
subheading
Pictures
bold print
glossary
index
captions
fact box
italics

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| <p>*magazines *slides *labeling</p> | | | | |
| <p>Week 23 Jan. 24-28</p> <p>IMAGES</p> <p>Unit 1, 2, 3,4 ,5- weekly inograpes</p> <p>*matching *illustrations *picture walk/gallery *NF books *illustration details *Textbook Hunting</p> | <p>2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> | <p>How do I explain how images can contribute to and clarify a text?</p> <p>What is a table, or diagram?</p> <p>How do photos and illustrations help me understand the text?</p> <p>What kind of information can I get from photos, illustrations, diagrams and tables?</p> | <p>I can explain how images and text features contribute to and clarify a text</p> | <p>Images photos Text Text features Diagrams Labels graphs maps illustrations tables</p> |
| <p>Week 24 Jan. 31-Feb.4</p> <p>ROOT WORDS</p> <p>Glossary, dictionary Unit 5: T302, T326-T327</p> <p>*highlighting *Tree Roots *SuperBowl Roots *Detectives *NF Books *matching</p> | <p>2.L.4.c- Use known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of a word and phrases.</p> | <p>What is a root or base word?</p> <p>How do I identify a root or base word?</p> <p>How can I use a known root or base as a clue to help me understand the meaning of a new word?</p> | <p>I can use known root words as a clue to understand the meaning of an unknown word.</p> <p>I can identify the root or base in a word.</p> <p>I can use glossaries and beginning dictionaries to help clarify the meaning of words I don't know.</p> | <p>Root word base word Glossaries Dictionaries</p> |

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| <p style="text-align: center;">Week 25 Feb. 7-11</p> <p>PREFIXES & SUFFIXES</p> <p>Unit 4: week 3- pg. 322, 357 suffix ly, ful, er, less, or Unit 4:week 4-pgs. 366-401 prefix un,re,pre, dis Prefix/ suffix Prefix: Unit 4: T436, T440, T444, T448, T452 Suffix: Unit 4: T412, T416, T420, T424, T428</p> <p>*newspapers/magazines *Four in a Row *Index Cards *highlighting</p> | <p>2.RF.3d. Decode words with common prefixes and suffixes.</p> <p>2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>2.WF.3.b3. Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).</p> | <p>How can I use a known root or base as a clue to help me understand the meaning of a new word?</p> <p>What is a prefix? What is a suffix?</p> <p>How do I use prefixes and suffixes to change the meaning of a word?</p> <p>What are the meanings of specific prefixes?</p> <p>What are the meanings of specific suffixes?</p> | <p>I can apply phonics and word analysis skills in decoding words.</p> <p>I can decode common prefixes and suffixes</p> <p>I can determine the meaning of the new word formed when a known prefix is added to a root word.</p> <p>I can use known roots to determine the meaning of unknown words.</p> | <p>Root/base word Prefix Suffix Clue Unknown word</p> <p>Prefixes re- im- dis- un- mis- pre-</p> <p>Suffixes -ful -less -ly -able</p> |
| <p style="text-align: center;">Week 26 Feb. 14-18</p> <p>SUFFIXES: SPELLING PATTERNS</p> <p>Unit 4:week 3-pgs. 322, 357 suffix ly, ful, er, less, or Unit 4:week 4-pgs. 366-401 prefix un,re,pre, dis</p> | <p>2.WF.3.c With prompting and support, spell words with suffixes that require:</p> <ol style="list-style-type: none"> 1. Consonant doubling (e.g., running, slipped). 2. Dropping silent e (e.g., smiled, paving). 3. Changing y to i (e.g., cried, babies). | <p>When do I double a consonant when adding a suffix?</p> <p>When do I drop the final ‘e’ when I add a suffix to a word?</p> <p>When do I change the ending ‘y’ to ‘i’?</p> | <p>I can identify the spelling pattern in a word.</p> <p>I can demonstrate when to double a consonant when adding a suffix.</p> <p>I can demonstrate when to remove the final ‘e’ when adding a suffix.</p> | <p>Suffix Consonants Vowels Doubling Silent e Change y to i</p> |

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| <p>Prefix/ suffix Prefix: Unit 4- T436, T440, T444, T448, T452 Suffix: Unit 4-T412, T416, T420, T424, T428</p> <p>*GOrganizers *matching *illustrations *highlighting *Word Search</p> | | | <p>I can demonstrate when to change the final ‘y’ to an ‘i’ when adding a suffix.</p> | |
| <p>Week 27 Feb. 22-25</p> <p>MAIN IDEA</p> <p>Unit 1: week 3- Identify Main Idea: informational text- From places we go Unit 5- week 5: Rocks!pg. 637 Close reading pg. 654 Main idea: Unit 1: T156, T164, T173, T174, T188- T189, T414- T415 Unit 2: T356, - T357, T376 - T377, T380- T381, T384 - T385, T403 - T404, T408 - T409 Unit 4: T422,- 423 Unit 5: T292, T302, T310, T315, T324-T365</p> | <p>2.L1.i With assistance , link sentences into a simple, cohesive paragraph that contains; main idea, supporting details, and conclusion</p> <p>2.RI.2---Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> | <p>How can you write multiple sentences in an order to support the main idea?</p> <p>How can I identify the main topic of multiparagraph text as well as the focus of specific paragraphs within the text?</p> | <p>I can write a complete sentence.</p> <p>I can write consecutive sentences to make a paragraph.</p> <p>I can identify the main idea of each paragraph in a multi-paragraph text.</p> <p>I can attempt to write multiple paragraphs, explicitly stating the main idea in each paragraph.</p> | <p>Sentences Main idea Predict</p> |

- *street light
- *hamburger GO
- *read alouds
- *paragraphs
- *Interactive EASEL
- *Google Slides
- *cards
- *What doesn't belong?

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| <p style="text-align: center;">Week 28 Feb. 28-Mar 4</p> <p style="text-align: center;">MAIN IDEA SUPPORTING DETAILS CONCLUDING SENTENCE</p> <p>Unit 1: week 3 : Identify Main Idea: informational text- “ From Places we go”</p> <p>Unit 5: week 5-Rock! pg. 637</p> <p>Close reading page 654</p> <p>Main idea:</p> <p>Unit 1: T156, T164, T173, T174, T188- T189, T414- T415</p> <p>Unit 2: T356, - T357, T376 - T377, T380- T381, T384 - T385, T403 - T404, T408 - T409</p> <p>Unit 4: T422,- 423</p> <p>Unit 5: T292, T302, T310, T315, T324-T365</p> | <p>2.RI.2---Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>2.RI.8- Describe how reasons support specific points the author makes in a text.</p> <p>2.L1.i With assistance , link sentences into a simple, cohesive paragraph that contains; main idea, supporting details, and conclusion</p> | <p>How can you write multiple sentences in an order to support the main idea?</p> <p>How can I identify the main topic of multiparagraph text as well as the focus of specific paragraphs within the text?</p> | <p>I can identify the supporting details in a paragraph.</p> <p>I can write sentences.</p> <p>I can identify the main idea in a paragraph.</p> | <p>Sentences Main idea Supporting Details Concluding Sentence</p> <p>predict</p> |
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- *street light
- *hamburger GO
- *read alouds
- *paragraphs
- *Interactive EASEL
- *Google Slides
- *cards
- *What doesn't belong?
- *sorting

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| <p style="text-align: center;">Week 29 March 7-11</p> <p>AUTHOR'S PURPOSE</p> <p>Unit 3: week 2- The Legend of the slipper-pg. 59 Unit 3: week 4- the Abenaki pg. 147 Author's purpose: Unit 1: T42, Unit 2: T105, T304 Unit 3: T58 - T59, T88, T99, T104, T111, T116, T126- T127, T228, T236, T246, T256 -T257 Unit 5: T64, T65</p> <ul style="list-style-type: none"> *matching *Sorting *Task cards *sentences *materials *powerpoint *PIE Organizer | <p>2. RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.8. Describe how reasons support specific points the author makes in a text.</p> | <p>What are ways I can identify the main purpose of a text, including what the author wants to answer, explain or describe?</p> <p>What are ways to describe how reasons support specific points the author makes in text?</p> | <p>I can identify the author's purpose of a text.</p> <p>I can identify what the author wants answered, explained, or described.</p> <p>I can describe how reasons support points the author makes in a text.</p> | <p>Main purpose Authors' purpose Supporting details</p> <p>persuade inform entertain</p> |
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Fourth Quarter

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| <p>Week 30 Mar. 21-25</p> <p>DIALOGUE</p> <p>FABLES</p> <p>FOLKTALES</p> <p>MESSAGE, LESSON, OR MORAL</p> | <p>2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>2. RL.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.</p> | <p>How do I acknowledge differences in the points of view of characters?</p> <p>How do I speak in a different voice for each character when reading dialogue aloud?</p> <p>What are fables?</p> <p>What are folktales?</p> <p>How can I recount stories, including fables and folktales from diverse cultures?</p> | <p>I can identify the differences in the points of view of characters.</p> <p>I can use a different speaking voice for each character when reading dialogue aloud.</p> <p>I can interpret a fable and folktales of diverse cultures.</p> <p>I can determine the message, lesson, or moral of a story.</p> | <p>Character Dialogue Points of View Fables Folklores Diverse Cultures Message</p> <p>Lesson</p> <p>Moral</p> |
| <p>Week 31 March 28-Apr. 1</p> <p>LONG AND SHORT VOWELS OF ONE AND TWO SYLLABLE WORDS.</p> <p>VOWEL TEAMS</p> <p>UNIT 1: LV: T18-19, T66-67, T72-73, T82-83, T96-97, T122-123, T130-131, T200-201 SV T18-19, T32-</p> | <p>2. RF.3.a Distinguish long and short vowels when reading regularly spelled one syllable words.</p> <p>2.RF.3.b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.WF.3 a.3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).</p> | <p>How can I recognize long and short vowels when reading?</p> <p>What pattern indicates the use of a short vowel?</p> <p>What pattern indicates the use of a long vowel?</p> <p>What strategies can I use to decode words with long vowels?</p> | <p>I can identify long and short vowels in one syllable words.</p> <p>I can identify the vowel teams in a word.</p> <p>I can decode and identify the long and short vowels in a two-syllable word.</p> <p>I can identify words with inconsistent spelling sound correspondence.</p> | <p>Vowels Long vowels Short vowels</p> <p>Vowel teams</p> <p>Decode cvc vcv vvc</p> <p>One-syllable words Two-syllable words</p> |

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| <p>33, T58, T66-67, T72-73, T82, T136-137</p> <p>UNIT 2: T214-215, T228-229, T260-261, T268-269, T284-285, T298-299, T322-323, T330-331</p> <p>UNIT 3: T18-19, T32-33, T54-55</p> <p>UNIT 4: T18-19, T32-33, T62-63, T368, T372</p> <p>MyView 2.1 16, 17, 18, 47, 54, 55, 56,</p> <p>*How Many Stars in the Sky? Pgs. 23-39</p> <p>VOWEL TEAMS</p> <p>UNIT 3: T278-279, T 292-293, T322-323</p> <p>MyView 2.2 172, 173, 174, 175, 177, 209</p> | <p>2.WF.3.b 1 Combine closed, open, vowel teams, vowel-r, and CVC (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).</p> <p>2.RF.3.c. Decode regularly spelled two-syllable words with long vowels</p> <p>2.RF.3.e. Identify words with inconsistent but common spelling-sound correspondences.</p> | <p>What are vowel teams?</p> <p>What are some common vowel teams?</p> <p>How do I identify words with inconsistent but common spelling sound correspondences?</p> | |
| <p>Week 32 April 4-8</p> <p>COMPARE AND CONTRAST</p> <p>UNIT 3: T158, T171, T176, T183, T187, T196-197, T210, T212-213</p> | <p>2.RL.9. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.</p> | <p>What is different and similar between two stories from different authors?</p> | <p>I can describe the difference and similarities between two stories</p> <p>Compare Contrast Same Different Author</p> |

UNIT 5: T94, T102, T107,
T110, T114, T115, T130-
131

MyView 2.1 109, 114, 121,
125, 128

You Can't Climb a Cactus,
Pgs. 167-181

MyView 2.2 126, 127, 128,
129, 130, 536, 537, 538,
539, 540

Interstellar *Cinderella,
Pgs.103-116

*Cendrillon: An Island
Cinderella, Pgs. 117-125

*How Water Shapes the
Earth, Pgs. 515-526

*How Earthquakes Shape
the Earth, pgs. 527-535

*Organizers

*Task Cards

*games

*photographs

*Would You Rather
Questions?

Week 33
April 11-15

2.L.1.f Produce, expand, and
rearrange complete simple and
compound sentences.

(e.g, The boy watched the
movie; The little boy watched

How can I produce,
expand and rearrange
complete sentences?

What is a simple
sentence?

I can produce a simple
sentence.

I can expand a simple
sentence.

Simple sentence
Compound sentence
Produce
Expand
Rearrange

**PRODUCE, EXPAND,
AND REARRANGE
SENTENCES**

the movie; The action movie
was watched by the little boy.)

What is a compound
sentence?

I can rearrange words in a
sentence.

Meaning
Word
Phrases
Context clues

What words can I use in
my sentence?

UNIT 1: T341, T345,
T349, T353

UNIT 2: T194-195

UNIT 3: T184

UNIT 4: T446-447, T450

UNIT 5: T240, T431,
T435, T439, T443

MyView 2.1 48, 122, 328

MyView 2.2 407, 602, 624

*sentences

*Organizers

*Illustrations

*Index cards

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| <p>Week 34 April 18-22</p> <p>DESCRIBE CHARACTERS IN A NARRATIVE</p> <p>UNIT 1: T92, T105, T107, T110, T124-125 UNIT 2: T224, T234, T238, T241, T242, T251, T262-263 UNIT 4: T366-367 MyView 2.1 67, 69, 72, 80, 346, 350, 353, 354, 363, 368</p> <p>*GOrganizers *Books *Comics *Illustrations *Matching *sorting *Highlighting</p> | <p>2.RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.</p> | <p>How do characters in a story respond, say or think to major events and challenges?</p> <p>How do I write informative/explanatory texts in which they provide a concluding statement or section?</p> | <p>I can describe how characters respond to major events and challenges.</p> <p>I can write informative/explanatory texts.</p> <p>I can introduce a topic and use details.</p> <p>I can write a conclusion.</p> | <p>Characters Major events Challenges</p> <p>Explanatory text Events Details Closure Conclusion</p> |
| <p>Week 35 April 25-29</p> <p>WORDS AND PHRASES IN A STORY, POEM, OR SONG</p> <p>UNIT 1: T216-217</p> | <p>2.RL.4. Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> | <p>How do the words and phrases show rhythm and meaning to a poem, story or a song?</p> <p>How can I read and comprehend literature,</p> | <p>I can describe how words and phrases supply rhythm and meaning or a story, poem or a song.</p> <p>I can read and comprehend literature, including stories and poetry</p> | <p>Alliteration Rhymes Repeated Rhythm Poem Regular beats</p> <p>Comprehend Literature</p> |

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| <p>UNIT 2: T146-147 UNIT 3: T352-353, T356-357, T360-361 UNIT 5: T222-223 MyView 2.1 *City Sights, pgs. 128-129</p> <p>Pgs. 134, 135, 136, 290, 291</p> <p>*POETRY, Pgs. 137-145</p> <p>Pgs. 146, 147, 148, 149, 150,</p> <p>MyView 2.2 47, 48, 49, 592-593</p> <p>*cut and paste *highlighting *Develop poems *Mystery words bag</p> | <p>2.RI.10 By the end of year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.</p> <p>2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recount of experiences when appropriate to clarify ideas, thoughts, and feelings. (Tech/I-Pad)</p> | <p>including stories and poetry?</p> <p>How can I create audio recordings of stories and poems?</p> | <p>I can create audio recordings of stories and poems.</p> <p>I can add drawings and other visual displays to stories or of recounts of other experiences.</p> | <p>Poetry</p> <p>Audio recordings</p> <p>Poems</p> <p>Drawings</p> <p>Visual Displays</p> |
| <p>Week 36 May 2-6</p> <p>DICTIONARY SKILLS</p> <p>UNIT 5: T455, T459, T463, T467 MyView 2.2 S660 -dictionaries</p> <p>*highlighting</p> | <p>2.L.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>Where can you find help to check and correct spelling?</p> <p>What are the parts of a dictionary?</p> | <p>I can use reference materials including dictionaries to check and correct spelling.</p> <p>I can identify the parts of a definition entry</p> | <p>Dictionary</p> <p>Correct Spelling</p> <p>Dictionary entry</p> <p>Syllables</p> <p>Pronunciation</p> <p>Parts of speech</p> <p>Definition(s)</p> |

- *cut and paste
- *Speed word search
- *Mystery word
- *scavenger hunt
- *Roll-A-Word

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| <p>Week 37 May 9-13</p> <p>PARTS OF SPEECH: ADJECTIVES ADVERBS REFLEXIVE PRONOUNS</p> <p>Adj UNIT 4: T40, T53, T369, T373, T377, T458 MyView 2.2 S250, S263, S274, S441</p> <p>Adv UNIT 3: T302, T315, T455, T459, T463, T467 MyView 2.2 S188, S201, S210</p> <p>UNIT 4: T40, T53, T365, T369, T373, T377, T381, T458-459 MyView 2.2 S274, S441</p> <p>UNIT 5: T424-425 MyView 2.2 S625</p> <p>Ref Pro UNIT 4: T324, T465, T469, T473, T477 MyView 2.2 S430, S440</p> | <p>2.L.1 e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>2.L.1 c. Use reflexive pronouns(e.g., myself, ourselves).</p> | <p>What are adjectives?</p> <p>What are adverbs?</p> <p>How can I use words and phrases in conversations, reading , read to and respond using adjectives and adverbs to describe?</p> <p>What are ways I can demonstrate understanding of word relationships and nuances in word meanings?</p> <p>What are some real life connections between words and their use?</p> <p>What are reflexive pronouns?</p> | <p>I can use adjectives and adverbs and choose between them.</p> <p>I can use adjectives and adverbs in conversation, readings and responses.</p> <p>I can use reflexive pronouns in my writings.</p> <p>Show understanding of word relationships and nuances in word meanings.</p> <p>Identify real life connections.</p> | <p>Adjectives Adverbs</p> <p>Responses conversations</p> <p>Real-life connections related verbs</p> <p>Reflexive pronouns</p> |
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*matching
*online games
*illustrations
*textbook
*sorting
*highlighting

Week 38
May 16-20

2.L.4.a Use sentence – level context as a clue to meaning of a word or phrase.

How can I use context as a clue to the meaning of words or phrases?

I can use context clues to determine the meaning of words or phrases.

Context clues phrase

**CONTEXT
CLUES**

UNIT 1: T168, T172,
T154-155

UNIT 2: T152-153, T162,
T167, T169, T173, T176,
T177, T181

UNIT 3: T156-157, T173,
T176, T182

UNIT 4: T162-163, T172,
T183, T187, T191

UNIT 5: T160-161, T171,
T175, T179, T181, T184

MyView 2.1 104-105, 108,
121, 305, 307, 311, 314-
315, 319, 327

MyView 2.2 110-111, 114,
120, 131, 330, 341, 345,
349, 357, 559, 563, 567,
569, 572, 579

*sentences
*Variety of books

*GOrganizers
 *task cards
 *highlighting
 *sorting

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| <p>Week 39 May 23-26</p> <p>CONVENTIONS</p> <p>RESEARCH PROJECT</p> <p>*Candy Bar Research *GOrganizers</p> | <p>2.L.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.</p> <p>2.W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> | <p>How can I use knowledge of language and its conventions when writing, speaking, reading or listening?</p> <p>What are ways I participate in shared research and writing projects?</p> | <p>I can use knowledge of language and conventions when reading, writing, speaking or listening.</p> <p>I can identify and compare formal and informal English.</p> <p>I can do research on a given topic.</p> | <p>Conventions Formal Informal</p> <p>Research Report Record Observation</p> |
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