

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire School Year						
Module 1: Be a Super Citizen <i>(updated 6/10/19)</i>	RL.2.2(A) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3(A) Describe how characters in a story respond to major events and challenges. RL.2.6(A) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RI.2.2(A) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. RI.2.4(A) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI.2.6(A) Identify the main purpose of a text, including what the author wants to answer, explain, or describe. RF.2.3(A) Know and apply grade-level phonics and word analysis skills in decoding words. •a. Distinguish long and short vowels when reading regularly spelled one-syllable words. •b. Know spelling-sound correspondences for additional common vowel teams. •c. Decode regularly spelled two-syllable words with long vowels. •d. Decode words with common prefixes and suffixes. •e. Identify words with inconsistent but common spelling-sound correspondences. •f. Recognize and read grade-appropriate irregularly spelled words. RF.2.4(A) Read with sufficient accuracy and fluency to support comprehension. •a. Read on-level text with purpose and understanding •b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. W.2.1(A) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. L.2.1(A)		How can being a good citizen make a difference to others? Learning Mindset: Belonging	Week 1: FOUNDATIONAL SKILLS <ul style="list-style-type: none"> Phonics: Consonants; Short a, i; Multisyllabic Words: Short a, i High-Frequency Words: a, and, go, got, have, not, the, to, will, you Fluency: Accuracy and Self-Correction Spelling: Short a, i VOCABULARY <ul style="list-style-type: none"> Power Words: bellowed, bounce, carefree, cool, grinned, guards, guide, handle, images, might, munch, rough, serious Generative Vocabulary: Words That Describe Actions Vocabulary Strategy: Antonyms READING WORKSHOP <ul style="list-style-type: none"> Central Idea Ask and Answer Questions Setting Speaking and Listening: Collaborative Conversations WRITING WORKSHOP <ul style="list-style-type: none"> Writing Form: Personal Narrative Grammar Minilessons: Subjects and Predicates Week 2 FOUNDATIONAL SKILLS <ul style="list-style-type: none"> Phonics: Consonants; Short o, u, e; Multisyllabic Words: Short o, u, e High-Frequency Words: best, does, end, job, left, men, more, see, than, wash Fluency: Reading Rate Spelling: Short o, u, e VOCABULARY	Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations	We all belong to God's family. We have citizenship in our classroom, in our community, in our country, and our world. We are also citizens of heaven.

<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •a. Use collective nouns (e.g., group). •b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). •c. Use reflexive pronouns (e.g., myself, ourselves). •d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). •e. Use adjectives and adverbs, and choose between them depending on what is to be modified. •f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>L.2.2(A)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •a. Capitalize holidays, product names, and geographic names. •b. Use commas in greetings and closings of letters. •c. Use an apostrophe to form contractions and frequently occurring possessives. •d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil). •e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>RL.2.10(I)</p> <p>By the end of the 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>RI.2.5(I)</p> <p>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.</p> <p>RI.2.7(I)</p> <p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8(I)</p> <p>Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9(I)</p> <p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p>RI.2.10(I)</p> <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of</p>	
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- Power Words: blue, compliment, discuss, elected, jammed, local, mock, proper, realize, scribbled, smirked, tryouts, useful, wistfully
- Generative Vocabulary: Words That Describe People, Places, and Things

READING WORKSHOP

- Central Idea
- Monitor and Clarify
- Author's Purpose
- Summarize

WRITING WORKSHOP

- Writing Form: Personal Narrative
- Grammar Minilessons: Simple Sentences

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Long a, i (VCe); Soft c and g
- High-Frequency Words: do, give, he, line, said, set, seven, sure, upon, walk
- Fluency: Expression
- Spelling: Long a, i (VCe)

VOCABULARY

- Power Words: disaster, fiddled, hamper, jubilantly, mechanical, mood, obnoxious, perfect, planned, praise, queasy, reassemble, scowl, tinkering
- Generative Vocabulary: Inflections -ed, -ing

READING WORKSHOP

- Characters
- Create Mental Images
- Central Idea

WRITING WORKSHOP

- Writing Form: Personal Narrative
- Grammar Minilessons: Kinds of Sentences

the range.

SL.2.1(l)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(l)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(l)

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.

SL.2.4(l)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5(l)

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6(l)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.3(l)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

L.2.4(l)

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf,

	<p>notebook, bookmark).</p> <ul style="list-style-type: none"> •e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.2.5(l) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). •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>L.2.6(l) 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>Module 2: Look Around and Explore!</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.4(A) 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>RL.2.7(A) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.4(A) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.6(A) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.7(A) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>W.2.3(A) 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>RL.2.1(l) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2(l) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3(l) Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5(l) Describe the overall structure of a story, including describing how the beginning</p>		<p>How does exploring help us understand the world around us?</p> <p>Learning Mindset: Curiosity</p>	<p>Week !:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Long o, e, u (CV, VCe); Review Long Vowels (VCe) • High-Frequency Words: close, cold, come, done, fire, front, life, name, small, times • Fluency: Phrasing • Spelling: Long o, u (VCe) <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: amount, easily, example, forms, hollow, material, petals, planet, sail, space, splashes, tasty, tender, ticklish • Generative Vocabulary: Suffixes -er, -est • Vocabulary Strategy: Synonyms <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Author's Purpose • Central Idea • Make Inferences • Content-Area Words • Research: Select a Topic <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Writing Form: Descriptive Essay • Grammar Minilessons: 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>God created the world and gave it to us as a gift to explore and enjoy. God gave us the ability to learn through exploration and being curious.</p>

including describing how the beginning introduces the story and the ending concludes the action.

RL.2.10(I)

By the end of the 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.

RI.2.1(I)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.10(I)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3(I)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4(I)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.5(I)

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6(I)

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7(I)

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).

W.2.8(I)

Recall information from experiences or gather information from provided

Types of Nouns

Week 2:

FOUNDATIONAL SKILLS

- Phonics: Short and Long Vowels (CVC, VCe); Suffixes -er, -est
- High-Frequency Words: answer, find, its, miss, old, round, then, until, what, young
- Fluency: Intonation
- Spelling: Short and Long Vowels (CVC, VCe)

VOCABULARY

- Power Words: battleground, buzzing, clanking, feud, fit, frenzy, funky, gasped, odd, plumes, recognize, strokes, tumbling, wisps
- Generative Vocabulary: Inflections -s, -es

READING WORKSHOP

- Setting
- Make Connections
- Connect Text and Visuals
- Create Mental Images
- Elements of Poetry

WRITING WORKSHOP

- Writing Form: Descriptive Essay
- Grammar Minilessons: Singular and Plural Nouns

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Initial Blends with l, r, s; Inflections -s, -es
- High-Frequency Words: baby, bird, blue, bring, fly, her, little, place, she, this
- Fluency: Accuracy and Self-Correction
- Spelling: Blends with l, r, s

VOCABULARY

- Power Words: ace, agency, business, confidently, eagerly, located, mossy, mystery,

- sources to answer a question.
- SL.2.1(l)**
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2(l)**
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3(l)**
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.
- SL.2.4(l)**
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5(l)**
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6(l)**
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
- L.2.1(l)**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., group).
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2(l)**
Demonstrate command of the

outstretched, pavement, scoop, seeps, underside

- Generative Vocabulary: Words That Name Places

READING WORKSHOP

- Central Idea
- Ask and Answer Questions
- Elements of Drama

WRITING WORKSHOP

- Writing Form: Descriptive Essay
- Grammar Minilessons: More Plural Nouns

conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3(l)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

L.2.4(l)

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5(l)

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).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6(l)

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>Module 3: Meet in the Middle</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.2(A) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.6(A) 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>RI.2.2(A) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(A) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RF.2.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> •a. Distinguish long and short vowels when reading regularly spelled one-syllable words. •b. Know spelling-sound correspondences for additional common vowel teams. •c. Decode regularly spelled two-syllable words with long vowels. •d. Decode words with common prefixes and suffixes. •e. Identify words with inconsistent but common spelling-sound correspondences. •f. Recognize and read grade-appropriate irregularly spelled words. <p>RF.2.4(A) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> •a. Read on-level text with purpose and understanding •b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>W.2.1(A) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>L.2.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •a. Use collective nouns (e.g., group). •b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). •c. Use reflexive pronouns (e.g., myself, ourselves). •d. Form and use the past tense of 		<p>How can people work out disagreements? Growth Mindset: Trying Again</p>	<p>Week 1:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Final Blends; Closed Syllables • High-Frequency Words: are, hand, kept, king, land, long, sing, thing, think, wish • Fluency: Reading Rate • Spelling: Final Blends <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: belongs, bob, bundle, company, greedy, invited, musical, plead, scoots, screams, scurries, shove, snaking, weave • Generative Vocabulary: Prefixes un- and re- • Vocabulary Strategy: Context Clues <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Central Idea • Point of View • Monitor and Clarify • Speaking and Listening: Social Communication <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Writing Form: Persuasive Text • Grammar Minilessons: Proper Nouns <p>Week 2:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Double Final Consonants; Inflections: Spelling Changes • High-Frequency Words: <i>across, car, down, fell, full, held, mountain, pull, push, spell</i> • Fluency: Phrasing • Spelling: Double Final Consonants <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: <i>argue, blamed, booming, brewing, exhausted, moped, persuade,</i> 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>As Christians, we are called to be peacemakers. We are to treat others as God's dearly loved children and we should stand up for one another.</p>
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- frequently occurring irregular verbs (e.g., sat, hid, told).
 •e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 •f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2(A)**
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 •a. Capitalize holidays, product names, and geographic names.
 •b. Use commas in greetings and closings of letters.
 •c. Use an apostrophe to form contractions and frequently occurring possessives.
 •d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
 •e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.4(A)**
 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.
 •a. Use sentence-level context as a clue to the meaning of a word or phrase.
 •b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 •d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 •e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5(A)**
 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).
 •b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- RL.2.1(I)**
 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.10(I)**

- practice, respectful, skill, struts, threatening, wandered, whizzed*
 • Generative Vocabulary:
 Inflections *-ed, -ing*

READING WORKSHOP

- Theme
- Make and Confirm Predictions
- Central Idea
- Synthesize
- Text Organization

WRITING WORKSHOP

- Writing Form: Persuasive Text
- Grammar Minilessons: Types of Verbs

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Consonant Digraphs; Prefixes un-, re-
- High-Frequency Words: even, mouse, Mr., Mrs., other, shall, these, when, while, white
- Fluency: Expression
- Spelling: Consonant Digraphs

VOCABULARY

- Power Words: admit, dragged, excuses, frown, hesitant, humor, immediately, mumbled, nearby, probably, terrible, wrinkled, yanked
- Generative Vocabulary: Words About Communication

READING WORKSHOP

- Theme
- Retell
- Central Idea

WRITING WORKSHOP

- Writing Form: Persuasive Text
- Grammar Minilessons: Compound Subjects and Predicates

<p>By the end of the 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>RI.2.4(I) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.6(I) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.10(I) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.2.1(I) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. •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). •b. Build on others' talk in conversations by linking their comments to the remarks of others. •c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2(I) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(I) 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.</p> <p>SL.2.4(I) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5(I) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6(I) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>L.2.3(I) Use knowledge of language and its conventions when writing, speaking,</p>					
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	<p>reading, or listening.</p> <ul style="list-style-type: none"> •a. Compare formal and informal uses of English. <p>L.2.6(l) 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>Module 4: Once Upon a Time</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.5(A) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7(A) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.2.3(A) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RF.2.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> •a. Distinguish long and short vowels when reading regularly spelled one-syllable words. •b. Know spelling-sound correspondences for additional common vowel teams. •c. Decode regularly spelled two-syllable words with long vowels. •d. Decode words with common prefixes and suffixes. •e. Identify words with inconsistent but common spelling-sound correspondences. •f. Recognize and read grade-appropriate irregularly spelled words. <p>RF.2.4(A) Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> •a. Read on-level text with purpose and understanding •b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. •c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>W.2.3(A) 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>SL.2.1(A) Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> •a. Follow agreed-upon rules for 		<p>What lessons can we learn from the characters in stories? Learning Mindset: Growth Mindset</p>	<p>Week 1:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Consonants <i>k, ck</i>; Silent Letters (<i>kn, wr, gn, mb</i>) • High-Frequency Words: <i>ask, asked, buy, comb, girl, grand, lady, mother, number, often</i> • Fluency: Intonation • Spelling: Consonants <i>k, ck</i> <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: <i>barging, clue, cozy, disturb, expression, groggy, pause, positioned, rattled, sense, steaming, tackled, traipsing, varying</i> • Generative Vocabulary: Suffixes <i>-ful, -less</i> • Vocabulary Strategy: Multiple-Meaning Words <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text Organization • Story Structure • Make Inferences • Speaking and Listening: Give and Follow Instructions <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Writing Form: Imaginative Story • Grammar Minilessons: Verbs in the Present <p>Week 2:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Long <i>a</i> Patterns; Multisyllabic Words: Long <i>a</i> • High-Frequency Words: <i>afraid, always, another, great, passed, really, save, stay, try, which</i> 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>We learn from true life characters we read about in the Bible and we can also learn from fictional characters. Whatever we read, we want to apply our Christian beliefs and learn from others.</p>

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).

- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(A)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(A)

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.

SL.2.4(A)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6(A)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.4(A)

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of

- says, stay, try, when
- Fluency: Accuracy and Self-Correction
 - Spelling: Long a (*ai, ay*)

VOCABULARY

- Power Words: believe, bind, chant, clever, dawn, flakes, foolish, fulfill, journey, narrow, plain, satisfied, special, speech
- Generative Vocabulary: Words That Describe People, Places, and Things

READING WORKSHOP

- Story Structure
- Create Mental Images
- Elements of Drama
- Make and Confirm Predictions
- Figurative Language

WRITING WORKSHOP

- Writing Form: Imaginative Story
- Grammar Minilessons: Verbs in the Present, Past, and Future

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Long *e*, Short *e* Patterns; Multisyllabic Words: Long, Short *e*
- High-Frequency Words: *clean, feel, ground, horse, leave, need, please, queen, seen, tree*
- Fluency: Reading Rate
- Spelling: Long *e* (*ee, ea*)

VOCABULARY

- Power Words: *beamed, chore, console, contained, dashed, escaping, gently, hobbled, indigestion, jealous, literary, pleasure, superb, thrilled*
- Generative Vocabulary: Words That Describe Actions

READING WORKSHOP

individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5(A)

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).

•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6(A)

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).

RL.2.1(I)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2(I)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3(I)

Describe how characters in a story respond to major events and challenges.

RL.2.6(I)

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.10(I)

By the end of the 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.

RI.2.1(I)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4(I)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5(I)

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.

RI.2.10(I)

By the end of year, read and comprehend informational texts,

- Author's Purpose
- Make Connections
- Story Structure
- Cause and Effect

WRITING WORKSHOP

- Writing Form: Imaginative Story
- Grammar Minilessons: Compound Sentences

	<p>including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>L.2.2(l) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •a. Capitalize holidays, product names, and geographic names. •b. Use commas in greetings and closings of letters. •c. Use an apostrophe to form contractions and frequently occurring possessives. •d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil). •e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.2.3(l) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> •a. Compare formal and informal uses of English. 					
<p>Module 5: Lead the Way</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.7(A) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10(A) By the end of the 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>RI.2.3(A) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(A) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5(A) 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.</p> <p>RI.2.8(A) Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.10(A) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(A) Know and apply grade-level phonics and</p>	<p>What are the qualities of a good leader? Learning Mindset: Seeking Challenges</p>	<p>Week 1: FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Long o Patterns; Multisyllabic Words: Long o • High-Frequency Words: below, both, follow, most, move, own, road, show, window, yellow • Fluency: Expression • Spelling: Long o (o, oa, ow) <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: affection, assured, contraption, creaking, exactly, glinted, intent, peered, precise, replica, respond, straining, tangle • Generative Vocabulary: Suffixes -y, -ly • Vocabulary Strategy: Reference Sources <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Ideas and Support • Figurative Language • Ask and Answer Questions • Characters • Speaking and Listening: Recount an Experience 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>God calls us all to tell others about Him. There are times we need to be leaders even when we don't feel qualified (like Moses). God gives us all we need to do the job He has prepared for us to do.</p>	

word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4(A)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.2(A)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

L.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4(A)

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf,

WRITING WORKSHOP

- Writing Form: Personal Essay
- Grammar Minilessons: Quotation Marks

Week 2:

FOUNDATIONAL SKILLS

- Phonics: Long *i* Patterns; Multisyllabic Words: Long *i*
- High-Frequency Words: almost, become, begin, high, kind, might, night, one, open, opened
- Fluency: Phrasing
- Spelling: Long *i* Patterns; Silent Letters

VOCABULARY

- Power Words: advice, architect, earned, equal, honored, interviews, lot, manager, politics, rare, relay, stoop, success, volunteers
- Generative Vocabulary: Prefix *dis-*

READING WORKSHOP

- Characters
- Synthesize
- Text Features
- Evaluate
- Ideas and Support

WRITING WORKSHOP

- Writing Form: Personal Essay
- Grammar Minilessons: Using Proper Nouns

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Suffixes -ful, -less; Multisyllabic Words
- High-Frequency Words: *began, book, of, ready, their, thought, two, whole, write, years*
- Fluency: Intonation
- Spelling: Homophones

VOCABULARY

- Power Words: *capital,*

- notepad, dictionary.
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.6(A)
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).
- RL.2.1(l)
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2(l)
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- SL.2.1(l)
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 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).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2(l)
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3(l)
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.
- SL.2.4(l)
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6(l)
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
- L.2.3(l)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Compare formal and informal uses of English.
- L.2.5(l)
Demonstrate understanding of word relationships and nuances in word meanings.

charge, council, devoted, ensure, failure, issue, laws, members, smash, solve, state, troop, workshop

- Generative Vocabulary:
Words That Name People

READING WORKSHOP

- Text Organization
- Summarize
- Content-Area Words
- Chronological Order

WRITING WORKSHOP

- Writing Form: Personal Essay
- Grammar Minilessons: Abbreviations

	<ul style="list-style-type: none"> •a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). •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>Module 6: Weather Wise</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.4(A) 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>RL.2.6(A) 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>RL.2.10(A) By the end of the 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>RI.2.3(A) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(A) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5(A) 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.</p> <p>RI.2.10(A) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> •a. Distinguish long and short vowels when reading regularly spelled one-syllable words. •b. Know spelling-sound correspondences for additional common vowel teams. •c. Decode regularly spelled two-syllable words with long vowels. •d. Decode words with common prefixes and suffixes. •e. Identify words with inconsistent but common spelling-sound correspondences. •f. Recognize and read grade-appropriate irregularly spelled words. <p>RF.2.4(A) Read with sufficient accuracy and fluency to support comprehension.</p>		<p>How does weather affect us? Learning Mindset: Noticing</p>	<p>Week 1:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Suffixes <i>-y, -ly</i>; Multisyllabic Words: Suffixes <i>-y, -ly</i> • High-Frequency Words: any, cried, didn't, funny, hello, laugh, pretty, slowly, song, were • Fluency: Accuracy and Self-Correction • Spelling: Inflections <i>-s, -es</i> <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: accurate, boast, chief, clings, damage, excess, funnel, hazy, occur, pellets, predict, ruin, toasty, tough • Generative Vocabulary: Suffixes <i>-er, -est</i> • Vocabulary Strategy: Homophones <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text Features • Point of View • Make Inferences • Text Organization • Media Literacy: Digital Tools and Texts <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Writing Form: Poem • Grammar Minilessons: Pronouns <p>Week 2:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Prefix <i>dis-</i>; Inflections: Spelling Changes • High-Frequency Words: <i>anything, change, children, gone, good, notice, now, page, since, woman</i> • Fluency: Reading Rate 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>God's power is sometimes shown in the weather. Storms are powerful, but God is always with us. Jesus calmed a storm when He was with His disciples and He calms the storms in our lives, too.</p>

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.3(A)

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.

SL.2.6(A)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3(A)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

L.2.4(A)

Determine or clarify the meaning of

- Spelling: Sounds for *c* and *g*

VOCABULARY

- Power Words: *advantages, average, depends, develop, flash, front, gusts, hovers, impressed, joined, layer, particles, supplies, visible*
- Generative Vocabulary: Prefixes *un-, re-*

READING WORKSHOP

- Content-Area Words
- Make Connections
- Point of View
- Evaluate
- Text Features

WRITING WORKSHOP

- Writing Form: Poem
- Grammar Minilessons: Subject-Verb Agreement

Week 3:

FOUNDATIONAL SKILLS

- Phonics: r-Controlled Vowel *ar*; Multisyllabic Words: *ar*
- High-Frequency Words: *body, color, dark, hard, hour, large, part, started, warm, was*
- Fluency: Phrasing
- Spelling: r-Controlled Vowel *ar*

VOCABULARY

- Power Words: *covers, creep, dimmer, drain, glide, hemisphere, produce, rumble, shimmering, slather, slithering, splatter, squirm, substance*
- Generative Vocabulary: Inflections *-ed, -ing*

READING WORKSHOP

- Text Features
- Ask and Answer Questions
- Elements of Poetry
- Cause and Effect

WRITING WORKSHOP

unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.6(A)
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).

RL.2.1(I)
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.1(I)
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2(I)
Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.7(I)
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8(I)
Describe how reasons support specific points the author makes in a text.

SL.2.1(I)
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(I)
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Writing Form: Poem
- Grammar Minilessons:
The Verb Be

	<p>SL.2.3(l) 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.</p>					
<p>Module 7: Everyone Has a Story <i>(updated 6/10/19)</i></p>	<p>RL.2.2(A) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.10(A) By the end of the 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>RI.2.2(A) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(A) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(A) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5(A) 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.</p> <p>RI.2.8(A) Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.10(A) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(A) Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> •a. Distinguish long and short vowels when reading regularly spelled one-syllable words. •b. Know spelling-sound correspondences for additional common vowel teams. •c. Decode regularly spelled two-syllable words with long vowels. •d. Decode words with common prefixes and suffixes. •e. Identify words with inconsistent but common spelling-sound correspondences. •f. Recognize and read grade-appropriate irregularly spelled words. </p> <p>RF.2.4(A) Read with sufficient accuracy and fluency to support comprehension.</p>		<p>How do our experiences shape our lives? Learning Mindset: Resilience</p>	<p>Week 1: FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: r-Controlled Vowels or, ore; Multisyllabic Words: or, ore • High-Frequency Words: before, example, form, morning, order, store, story, those, word, work • Fluency: Intonation • Spelling: r-Controlled Vowels or, ore <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: approached, communicate, deal, display, figured, hiring, motioned, otherwise, pledge, potential, retire, selfless, series, smudge • Generative Vocabulary: Suffixes -ful, -less • Vocabulary Strategy: Shades of Meaning <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Ideas and Support • Text Organization • Synthesize • Text Features • Research: Research Questions <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Writing Form: Imaginative Story • Grammar Minilessons: Commas in Dates and Places <p>Week 2: FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: r-Controlled Vowels er, ir, ur; Vowel Patterns: air, are, ear • High-Frequency Words: after, better, father, letter, over, paper, river, 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>Sometimes we are challenged with adversity. Other people have experienced that, too. God is with us, helping us and giving us the strength we need to persevere and move on. As God's dearly loved children, we are called to care for the people around us and find out what their story is.</p>

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.3(A)

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.

SL.2.4(A)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6(A)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4(A)

Determine or clarify the meaning of unknown and multiple-meaning words

together, under, water

- Fluency: Expression
- Spelling: r-Controlled Vowel er

VOCABULARY

- Power Words: arrange, ashamed, attended, current, elders, immigrant, overflowing, pride, settled, soared, statements, timeline, vanishing, wilderness
- Generative Vocabulary: Prefix pre-

READING WORKSHOP

- Text Organization
- Monitor and Clarify
- Make Inferences
- Central Idea

WRITING WORKSHOP

- Writing Form: Imaginative Story
- Grammar Minilessons: Commas in a Series

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Vowel Team oo; Multisyllabic Words: oo
- High-Frequency Words: air, city, friend, hair, heard, learn, looked, remember, stood, street
- Fluency: Accuracy and Self-Correction
- Spelling: Vowel Team oo (/B')

VOCABULARY

- Power Words: aching, allowed, alone, briskly, dared, deserved, frigid, gripped, gushed, lend, reminding, secret, starlit, whir
- Generative Vocabulary: Compound Words

READING WORKSHOP

- Central Idea
- Create Mental Images
- Setting
- Ideas and Support

and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5(A)

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).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6(A)

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).

RL.2.1(I)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.4(I)

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5(I)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7(I)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.1(I)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

SL.2.1(I)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with

WRITING WORKSHOP

- Writing Form: Imaginative Story
- Grammar Minilessons: Types of Adjectives; Articles

	<p>peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> •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). •b. Build on others' talk in conversations by linking their comments to the remarks of others. •c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>SL.2.2(l) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3(l) 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.</p> <p>L.2.3(l) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> •a. Compare formal and informal uses of English. 					
<p>Module 8: Time to Grow!</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.1(A) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3(A) Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4(A) 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>RL.2.5(A) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7(A) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.2.10(A) By the end of the 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>RI.2.1(A) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3(A) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>		<p>What do plants need to live and grow? Learning Mindset: Setting Goals</p>	<p>Week 1:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Vowel Patterns: //; Multisyllabic Words: //, // • High-Frequency Words: about, floor, food, group, knew, music, room, school, soon, through • Fluency: Reading Rate • Spelling: Vowel Patterns: // <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: fuels, lumber, mature, minerals, moisten, process, provides, rise, scales, seedlings, spiky, sprout, trapping, winged • Generative Vocabulary: Inflections -s, -es • Vocabulary Strategy: Reference Sources <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text Features • Evaluate • Text Organization • Research: Choose and Use Sources 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>God created the world and everything in it. We are to be caretakers of God's world, using the talents and abilities He gave us to care for His creation. God also created us to work, so we set goals to accomplish the work God has given us to do.</p>

RI.2.4(A)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5(A)

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.

RI.2.10(A)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3(A)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4(A)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.2(A)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

SL.2.1(A)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics

WRITING WORKSHOP

- Writing Form: Procedural Text
- Grammar Minilessons: Using Adjectives

Week 2:

FOUNDATIONAL SKILLS

- Phonics: Vowel Teams ou, ow; Diphthongs oy, oi
- High-Frequency Words: boys, brown, found, house, listen, oil, point, sound, town, voice
- Fluency: Expression
- Spelling: Vowel Teams ou, ow

VOCABULARY

- Power Words: adorable, cleared, faithful, glanced, hauling, longed, oversized, plenty, remained, seeking, swipe, whacked, whimpered
- Generative Vocabulary: Prefix mis-

READING WORKSHOP

- Characters
- Retell
- Story Structure
- Make Connections

WRITING WORKSHOP

- Writing Form: Procedural Text
- Grammar Minilessons: Irregular Verbs

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Vowel Patterns: /ô/; Vowel Patterns: *ear*, *eer*
- High-Frequency Words: also, ball, call, could, every, near, talk, tall, would, year
- Fluency: Phrasing
- Spelling: Vowel Patterns: /ô/

VOCABULARY

- and texts under discussion.
- SL.2.2(A)**
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3(A)**
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.
- SL.2.4(A)**
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.6(A)**
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
- L.2.1(A)**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., group).
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2(A)**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3(A)**
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Compare formal and informal uses of English.
- L.2.4(A)**

- Power Words: attack, barely, extra, loosen, nasty, poke, prickles, replaced, sensitive, sharp, sighed, thorns, traveled, vitamins
- Generative Vocabulary: Prefix *dis-*

READING WORKSHOP

- Story Structure
- Synthesize
- Text Organization
- Cause and Effect

WRITING WORKSHOP

- Writing Form: Procedural Text
- Grammar Minilessons: Irregular Action Verbs

	<p>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.</p> <ul style="list-style-type: none"> •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). •d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). •e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.2.6(A) 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>L.2.5(l) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). •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>Module 9: Home Sweet Habitat</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.1(A) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.4(A) 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>RL.2.10(A) By the end of the 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>RI.2.1(A) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2(A) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(A) Describe the connection between a</p>		<p>How do living things in a habitat depend on each other? Learning Mindset; Asking for Help</p>	<p>Week 1: FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Prefix pre-; Multisyllabic Words • High-Frequency Words: everyone, everything, himself, maybe, nothing, outside, some, someone, sometimes, without • Fluency: Phrasing • Spelling: Compound Words <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: adjusting, coast, crouches, flock, generations, harsh, mingles, pieced, prances, preserving, role, route, trills, wobbly • Generative Vocabulary: Words That Name Places 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>God created us to be in relationships with the world around us and the people around us. We want to treat the world and each other in a God-pleasing way. God has put people around us that we can help and that can help us. It's good to ask for help when it is needed. We can ask God for help any time and any where and we can trust that He will hear us and answer us.</p>

series or historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4(A)
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5(A)
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.

RI.2.8(A)
Describe how reasons support specific points the author makes in a text.

RI.2.10(A)
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3(A)
Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4(A)
Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.2(A)
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

SL.2.1(A)
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).

- Vocabulary Strategy:
Context Clues

READING WORKSHOP

- Ideas and Support
- Figurative Language
- Ask and Answer Questions
- Text Organization
- Media Literacy: Digital Reference Sources

WRITING WORKSHOP

- Writing Form: Research Report
- Grammar Minilessons:
Contractions

Week 2:

FOUNDATIONAL SKILLS

- Phonics: Three-Letter Blends; Contractions
- High-Frequency Words: couldn't, don't, however, I'll, live, put, should, that's, very, you're
- Fluency: Expression
- Spelling: Contractions

VOCABULARY

- Power Words: attached, crack, hide, permanent, prepare, pronounced, romped, separate, sheltered, surface, weary, wildlife, wit, wraps
- Generative Vocabulary:
Prefix *mis-*

READING WORKSHOP

- Text Organization
- Monitor and Clarify
- Text Features
- Create Mental Images
- Elements of Poetry

WRITING WORKSHOP

- Writing Form: Research Report
- Grammar Minilessons:
Types of Adverbs

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Consonant + le;
Syllable Types

- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(A)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(A)

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.

SL.2.6(A)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3(A)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

L.2.4(A)

- Synthetic types
- High-Frequency Words: above, again, along, myself, once, piece, something, table, they, wanted
 - Fluency: Intonation
 - Spelling: Soft g (-ge, -dge)

VOCABULARY

- Power Words: arrive, boisterous, growled, grumpy, joking, offered, remarkable, routines, shrugged, stoked, stubborn, surrounding, thickets, tucked
- Generative Vocabulary: Prefix pre-

READING WORKSHOP

- Text Organization
- Retell
- Figurative Language
- Chronological Order

WRITING WORKSHOP

- Writing Form: Research Report
- Grammar Minilessons: Possessive Nouns

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5(A)

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).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6(A)

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).

RL.2.5(l)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7(l)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.2.4(l)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5(l)

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

<p>Module 10: Many Cultures, One World</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.1(A) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2(A) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.4(A) 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>RL.2.5(A) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.10(A) By the end of the 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>RI.2.1(A) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2(A) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(A) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(A) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5(A) 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.</p> <p>RI.2.6(A) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8(A) Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.10(A) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RF.2.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>What can we learn from different people and cultures? Learning Mindset: Problem Solving</p>	<p>Week 1:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Prefix mis-; Affixes Review • High-Frequency Words: against, cover, early, getting, here, hurry, much, stopped, toward, your • Fluency: Intonation • Spelling: Inflections -ed, -ing <p>VOCABULARY</p> <ul style="list-style-type: none"> • Power Words: beaten, brass, combined, darting, delight, fragrant, grunted, hollered, mattered, nod, proudly, slippery, smothered, styles • Generative Vocabulary: Suffixes -ion, -tion, -sion • Vocabulary Strategy: Shades of Meaning <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Text Features • Figurative Language • Make Inferences • Theme • Research: Follow a Research Plan <p>WRITING WORKSHOP</p> <ul style="list-style-type: none"> • Writing Form: Thank-You Letter • Grammar Minilessons: Possessive Pronouns <p>Week 2:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Open and Closed Syllables; Syllable Division Patterns • High-Frequency Words: area, around, coming, from, goes, going, second, seemed, there, who • Fluency: Accuracy and Self-Correction • Spelling: Inflections -ed, -ing <p>VOCABULARY</p>	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>God made us all unique. We may come from different cultures and look different on the outside, but we are all God's dearly loved children. We can learn from all different people. God calls us to love all people.</p>
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- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4(A)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.1(A)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

SL.2.1(A)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(A)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(A)

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.

SL.2.4(A)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6(A)

Produce complete sentences when appropriate to task and situation in

- Power Words: clutched, final, forgot, founded, heave, imaginary, marsh, patient, pucker, races, shallow, steers, tart, trunk
- Generative Vocabulary: Suffixes -y, -ly

READING WORKSHOP

- Story Structure
- Make and Confirm Predictions
- Central Idea
- Synthesize

WRITING WORKSHOP

- Writing Form: Thank-You Letter
- Grammar Minilessons: Prepositions and Prepositional Phrases

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Long a, e; Multisyllabic Words: Long a, e
- High-Frequency Words: ago, carry, many, money, only, ride, sky, study, wasn't, world
- Fluency: Reading Rate
- Spelling: Long e (y)

VOCABULARY

- Power Words: adventures, breathless, clamber, festival, flitting, leave, mound, nimble, public, relatives, shuffled, stacked, suburb
- Generative Vocabulary: Suffixes -ion, -tion, -sion

READING WORKSHOP

- Text Features
- Make Connections
- Story Structure
- Graphic Features

WRITING WORKSHOP

- Writing Form: Thank-You Letter
- Grammar Minilessons: Frequently Misspelled

<p>order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p>L.2.1(A) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> •a. Use collective nouns (e.g., group). •b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). •c. Use reflexive pronouns (e.g., myself, ourselves). •d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). •e. Use adjectives and adverbs, and choose between them depending on what is to be modified. •f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>L.2.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> •a. Capitalize holidays, product names, and geographic names. •b. Use commas in greetings and closings of letters. •c. Use an apostrophe to form contractions and frequently occurring possessives. •d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil). •e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.2.3(A) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> •a. Compare formal and informal uses of English. <p>L.2.4(A) 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.</p> <ul style="list-style-type: none"> •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). •d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 					
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Words

	<p>•e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5(A) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). •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>L.2.6(A) 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>W.2.5(I) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.6(I) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.2.7(I) 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>W.2.8(I) Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.2.5(I) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>					
<p>Module 11: Genre Study: Nonfiction</p> <p><i>(updated 6/10/19)</i></p>	<p>RI.2.1(A) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2(A) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3(A) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4(A) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5(A) Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus</p>		<p>What are the characteristics of a biography? Learning Mindset: Grit</p>	<p>Week 1:</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Vowel Team Syllables; Syllable Division Patterns • High-Frequency Words: brother, happened, happy, help, home, mama, papa, sister, suddenly, surprise • Fluency: Intonation • Spelling: Suffixes -ly, -ful, -er, -est <p>READING WORKSHOP</p> <ul style="list-style-type: none"> • Genre Characteristics: 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>We can learn about people from history and discuss what was good about them. God has blessed us with people who have done great things in their lives and we thank and praise Him for their contributions to our world!</p>

graphics, markers, electronic media, icons) to locate key facts or information in a text efficiently.

RI.2.6(A)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7(A)

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8(A)

Describe how reasons support specific points the author makes in a text.

RI.2.10(A)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3(A)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4(A)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.3(A)

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.

SL.2.1(A)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations

Biography

- Central Idea
- Text Organization

WRITING WORKSHOP

- Writing Form: Personal Narrative
- Grammar Minilessons: Review

Week 2:

FOUNDATIONAL SKILLS

- Phonics: *r*-Controlled Vowel Syllables; Multisyllabic Words
- High-Frequency Words: *away, because, country, earth, else, green, plant, rain, sea, sun*
- Fluency: Phrasing
- Spelling: Prefixes *un-, re-, dis-*

READING WORKSHOP

- Genre Characteristics: Opinion Writing
- Author's Purpose
- Ideas and Support

WRITING WORKSHOP

- Writing Form: Personal Narrative
- Grammar Minilessons: Review

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Final *e* Syllables; Multisyllabic Words: Final *e* Syllables
- High-Frequency Words: *bed, enough, family, list, oh, people, shop, sleep, today, tomorrow*
- Fluency: Expression
- Spelling: Final *e* and Vowel Team Syllables

READING WORKSHOP

- Genre Characteristics: Informational Text
- Central Idea
- Text Features

WRITING WORKSHOP

- by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2(A)
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3(A)
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.
- SL.2.4(A)
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5(A)
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6(A)
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)
- L.2.1(A)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., group).
 - b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - c. Use reflexive pronouns (e.g., myself, ourselves).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2(A)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).

- Writing Form: Personal Narrative
- Grammar Minilessons: Review

	<ul style="list-style-type: none"> •e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>L.2.3(A) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> •a. Compare formal and informal uses of English. <p>L.2.4(A) 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.</p> <ul style="list-style-type: none"> •a. Use sentence-level context as a clue to the meaning of a word or phrase. •b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). •c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). •d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). •e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>L.2.5(A) Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> •a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). •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>L.2.6(A) 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>Module 12: Genre Study: Fiction</p> <p><i>(updated 6/10/19)</i></p>	<p>RL.2.1(A) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2(A) Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3(A) Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.4(A) 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>What are the characteristics of realistic fiction? Learning Mindset: Self-Reflection</p>	<p>Week 1: FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> • Phonics: Final Stable Syllables; Multisyllabic Words: Final Stable Syllables • High-Frequency Words: animal, cut, inside, measure, pick, picture, question, rock, turned, where • Fluency: Reading Rate • Spelling: Triple Blends; Final Stable Syllables 	<p>Exit Tickets Running Records Formal Assessments (Formative and Summative)\ Teacher Observations</p>	<p>We can learn about other places and people by reading all types of fiction books. We can use our Christian values to evaluate the actions of the characters. We can use what we learn to reflect on our past actions and plan how we can do things differently in the future. But we always want to remember that we are forgiven and redeemed children of God.</p>

RL.2.5(A)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.7(A)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10(A)

By the end of the 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.

RI.2.4(A)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5(A)

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.

RI.2.6(A)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7(A)

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8(A)

Describe how reasons support specific points the author makes in a text.

RI.2.9(A)

Compare and contrast the most important points presented by two texts on the same topic.

RI.2.10(A)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF.2.3(A)

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

READING WORKSHOP

- Genre Characteristics: Realistic Fiction
- Characters
- Story Structure

WRITING WORKSHOP

- Writing Form: Opinion Essay
- Grammar Minilessons: Review

Week 2:

FOUNDATIONAL SKILLS

- Phonics: Review of Syllable Types
- High-Frequency Words: America, can't, complete, easy, eyes, love, reached, sentence, state, watch
- Fluency: Accuracy and Self-Correction
- Spelling: Final Digraph/Trigraph -ch, -tch

READING WORKSHOP

- Genre Characteristics: Fantasy
- Setting
- Theme

WRITING WORKSHOP

- Writing Form: Opinion Essay
- Grammar Minilessons: Review

Week 3:

FOUNDATIONAL SKILLS

- Phonics: Review Affixes
- High-Frequency Words: *busy, different, doing, I'm, idea, important, mind, next, plan, tried*
- Fluency: Intonation
- Spelling: Open and Closed Syllables

READING WORKSHOP

- Genre Characteristics: Poetry
- Elements of Poetry

RF.2.4(A)

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.2.1(A)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

SL.2.1(A)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2(A)

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3(A)

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.

SL.2.4(A)

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5(A)

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6(A)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

L.2.1(A)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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WRITING WORKSHOP

- Writing Form: Opinion Essay
- Grammar Minilessons: Review

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage ? badge; boy ? boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.3(A)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

L.2.4(A)

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5(A)

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).
•b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6(A)

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).