

## 2nd Grade ELA Curriculum Plan

### Journeys

Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English.	Key Terminology	Assessments	Resources
Week 1	5	<p>Lesson 1: Henry and Mudge What is the perfect pet?</p> <p>Comprehension Skills and Strategies: Sequence of events, Author's word choice, Infer/predict Phonics: Short vowel a/i, CVC syllable patter Fluency: Accuracy-Word Recognition Grammar: Subjects and predicates Vocabulary: Alphabetical order</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: curly straight floppy drooled weighed stood collars row</p> <p>Grammar: subjects and predicates Target Skill: Sequence of Events, Author's Word Choice Target Strategy: Infer/Predict</p>	ThinkCentral Weekly Assessments	<p>Journeys Unit 1 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>
Week 2	5	<p>Lesson 2: My Family What are some things that families like to do together?</p> <p>Comprehension Skills and Strategies: Compare and contrast, question Phonics: Short vowel o,u,e, CVC patterns Fluency: Words in connected text Grammar: Simple sentences Vocabulary: Using a Glossary</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. W.2.11.d Generalize learned spelling patterns when writing words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: remembered porch crown spend stuck visit cousin piano</p> <p>Grammar: Simple Sentences Target Skill: Compare and Contrast Target Strategy: Question</p>	ThinkCentral Weekly Assessments	<p>ook 1 Journeys Student Textbook 1 Journeys</p>
Week 3	5	<p>Lesson 3: Dogs What do pets need to be healthy and happy?</p> <p>Comprehension Skills and Strategies: Author's Purpose, Compare and Contrast, Analyze/Evaluate Phonics: Long vowels a,i sounds for c Fluency: Accuracy- self correct Grammar: Kinds of sentences Vocabulary: Multiple-meaning words</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: hairy mammals litter stayed canned chews clipped coat</p> <p>Grammar: Kinds of Sentences Target Skill: Author's Purpose, Compare and Contrast Target Strategy: Analyze/Evaluate</p>	ThinkCentral Weekly Assessments	<p>ook 1 Journeys Student Textbook 1 Journ</p>

<p><b>Week 4</b></p>	<p>5</p>	<p>Lesson 4: Diary of a Spider How do good friends act?</p> <p>Comprehension Skills and Strategies: cause and effect, figurative language, summarize Phonics: long vowels o, u, e Fluency: Intonation Grammar: What is a noun? Vocabulary: Context Clues</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. W.2.11.d Generalize learned spelling patterns when writing words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: insects dangerous scare sticky rotten screaming breeze judge Grammar: What is a Noun? Target Skill: Cause and Effect, Figurative Language Target Strategy: Summarize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 1 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>
<p><b>Week 5</b></p>	<p>5</p>	<p>Lesson 5: Teacher's Pet How is a school like a community?</p> <p>Comprehension Skills and Strategies: story structure, author's word choice, visualize Phonics: consonant blends with r, l, s Fluency: phrasing-punctuation Grammar: singular and plural nouns Vocabulary: base words and ending -ed, -ing</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: wonderful noises quiet sprinkled share noticed bursting suddenly Grammar: Singular and Plural Nouns Target Skill: Story Structure, Author's Word Choice Target Strategy: Visualize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 1 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>

<p><b>Week 6</b></p>	<p>5</p>	<p>Lesson 6: Animals Building Homes What are animal homes like?</p> <p>Comprehension Skills and Strategies: text and graphic features, using context, question Phonics: common final blends nd, ng, nk, nt, ft, xt, mp Fluency: Expression Grammar: plural nouns Vocabulary: base words and prefixes un-, re-</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2. RI(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: shaped branches pond beaks deepest break hang winding</p> <p>Grammar: More Plural Nouns Target Skill: Text and Graphic Features, Using Context Target Strategy: Question</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 2 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>
<p><b>Week 7</b></p>	<p>5</p>	<p>Lesson 7: The Ugly Vegetables What can you learn from planting a garden?</p> <p>Comprehension Skills and Strategies: conclusions, story structure, analyze/evaluate Phonics: double consonants and ck, double consonants (CVC) Fluency: Accuracy-connected text Grammar: proper nouns Vocabulary: homophones</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: blooming shovels scent tough wrinkled plain muscles mudded</p> <p>Grammar: Proper Nouns Target Skill: Conclusions, Story Structure Target Strategy: Analyze/Evaluate</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 2 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>

<p><b>Week 8</b></p>	<p>5</p>	<p>Lesson 8: Super Storms How can some storms be dangerous?</p> <p>Comprehension Skills and Strategies: main ideas and details, cause and effect, visualize</p> <p>Phonics: consonant digraphs th, sh, wh, ch, tch, ph; base words and endings -s, -ed, -ing</p> <p>Fluency: rate</p> <p>Grammar: what is a verb?</p> <p>Vocabulary: compound words</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words.</p> <p>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).</p> <p>W.2.11.d Generalize learned spelling patterns when writing words.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p> <p>RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)</p> <p>I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more.</p> <p>I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: beware damage bend flash pounding prevent reach equal</p> <p>Grammar: What is a Verb? Target Skill: Main Ideas and Details, Cause and Effect Target Strategy: Visualize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 2 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>
<p><b>Week 9</b></p>	<p>5</p>	<p>Lesson 9: How Chipmunk Got His Stripes How can stories help you learn a lesson?</p> <p>Comprehension Skills and Strategies: understanding characters, author's word choice, summarize</p> <p>Phonics: base words and endings -ed, -ing; CV syllable pattern</p> <p>Fluency: phrasing- punctuation</p> <p>Grammar: verbs in the present</p> <p>Vocabulary: synonyms</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words.</p> <p>RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)</p> <p>I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more.</p> <p>I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: tunnel curled height direction toward healed brag tease</p> <p>Grammar: Verbs in the Present Target Skill: Understanding Characters, Author's Word Choice Target Strategy: Summarize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 2 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>

<p>Week 10</p>	<p>5</p>	<p>Lesson 10: Jellies            What is special about animals that live in the ocean?             Comprehension Skills and Strategies: fact and opinion, author's purpose, monitor/clarify            Phonics: contractions            Fluency: stress            Grammar: verbs- present, past, and future            Vocabulary: base words and suffixes -er, -est</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words.            RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).            W.2.11.d Generalize learned spelling patterns when writing words.            W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.            RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.            RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.            RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.            RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.            W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)            I can read fiction and non-fiction stories at my grade level with few mistakes and good expression.            After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more.            I can read fiction and non-fiction stories at my grade level while asking and answering questions.            I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary:            millions            choices            drift            simple            weaker            wrapped            disgusting            decide            Grammar: Verbs: Present, Past, and Future            Target Skill: Fact and Opinion, Author's Purpose            Target Strategy: Monitor/Clarify</p>	<p>ThinkCentral            Weekly            Assessments</p>	<p>Journeys Unit 2 Teacher's Manual            Journeys Student Workbook 1            Journeys Student Textbook 1            Journeys Leveled Readers            Journeys Decodable Readers</p>
<p>Week 11</p>	<p>5</p>	<p>Lesson 11: Click, Clack, Moo: Cows That Type            How can people and animals help each other?             Comprehension Skills and Strategies:            Conclusions, Author's Word Choice            Phonics: Base Word and Endings -s, -es            Fluency: Expression            Grammar: Compound Sentences            Vocabulary: Prefixes pre- and mis-</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words.            RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.            RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.            SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.            RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.            W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)            I can read fiction and non-fiction stories at my grade level with few mistakes and good expression.            After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more.            I can read fiction and non-fiction stories at my grade level while asking and answering questions.            I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary:            understand            gathered            impatient            impossible            believe            problem            demand            furious            Grammar: Compound Sentences            Target Skill: Conclusions, Author's Word Choice            Target Strategy: Infer/Predict</p>	<p>ThinkCentral            Weekly            Assessments</p>	<p>Journeys Unit 3 Teacher's Manual            Journeys Student Workbook 1            Journeys Student Textbook 1            Journeys Leveled Readers            Journeys Decodable Readers</p>

<p>Week 12</p>	<p>5</p>	<p>Lesson 12: Ah, Music! What are different ways to enjoy music?</p> <p>Comprehension Skills and Strategies: Text and graphic features, Fact and opinion, Question Phonics: Vowel Diagraphs ai, ay Fluency: Rate- adjust rate to purpose Grammar: Expanding/rearranging compound sentences Vocabulary: Figurative language/idioms</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2. RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2 W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: vibration tune volume expression creative performance concentrate relieved Grammar: Expanding/Rearranging Compound Sentences Target Skill: Text and Graphic Features, Fact and Opinion Target Strategy: Question</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 3 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 13</p>	<p>5</p>	<p>Lesson 13: Schools Around the World How are some schools different from each other?</p> <p>Comprehension Skills and Strategies: Main Idea and Details, Text and Graphic Features, Analyze/Evaluate Phonics: Vowel Digraphs ee, ea Fluency: Accuracy- Self Correct Grammar: Quotation Marks Vocabulary: Using a Dictionary</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: culture community languages transportation subjects lessons special wear Grammar: Quotation Marks Target Skill: Main Idea and Details, Text and Graphic Features Target Strategy: Analyze/Evaluate</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 3 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>

<p><b>Week 14</b></p>	<p>5</p>	<p>Lesson 14: Helen Keller How can you communicate in different ways?</p> <p>Comprehension Skills and Strategies: Author's Purpose, Biography, Summarize Phonics: Long o (o, oa, ow) Fluency: Natural Pauses Grammar: Using Proper Nouns Vocabulary: Suffix -ly</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2. RI(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: knowledge curious motion silence illness imitated darknes behavior</p> <p>Grammar: Using Proper Nouns Target Skill: Author's Purpose, Biography Target Strategy: Summarize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 3 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>
<p><b>Week 15</b></p>	<p>5</p>	<p>Lesson 15: Officer Buckle and Gloria Why is it important to follow safety rules?</p> <p>Comprehension Skills and Strategies: Cause and Effect, Humor, Monitor/Clarify Phonics: Compound Words, Schwa Vowel Sound Fluency: Accuracy- Connected Texts Grammar: Abbreviations Vocabulary: Root Words</p>	<p>regularly spelled one- syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root. RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: obeys safety attention buddy station speech shocked enormous</p> <p>Grammar: Abbreviations Target Skill: Cause and Effect, Humor Target Strategy: Monitor/Clarify</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 3 Teacher's Manual Journeys Student Workbook 1 Journeys Student Textbook 1 Journeys Leveled Readers Journeys Decodable Readers</p>
<p><b>Week 16</b></p>	<p>5</p>	<p>Lesson 16: Mr. Tanen's Tie Trouble How can helping others make you feel good?</p> <p>Comprehension Skills and Strategies: story structure, understanding characters, infer/predict Phonics: base words and endings -ed/-ing Fluency: rate Grammar: pronouns Vocabulary: homographs</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: recieved account budget disappointed chuckled staring repeated fund</p> <p>Grammar: Pronouns Target Skill: Story Struture, Understanding Characters Target Strategy: Infer/Predict</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 4 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>

<p>Week 17</p>	<p>5</p>	<p>Lesson 17: Luke Goes to Bat Why is it important to keep trying even if something is difficult to do?</p> <p>Comprehension Skills and Strategies: Sequence of Events Phonics: long i (i, -igh, ie, y) Fluency: Stress Grammar: Subject-verb agreement Vocabulary: Antonyms</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RL( and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: practice hurried position roared extra curb cheered final Grammar: Subject-Verb Agreement Target Skill: Sequence of Events, Formal and Informal Language Target Strategy: Visualize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 4 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 18</p>	<p>5</p>	<p>Lesson 18: My Name is Gabriella Why are reading and writing important?</p> <p>Comprehension Skills and Strategies: Understanding characters, Author's word choice, analyze/evaluate Phonics: The long e sound for y, changing y to i Fluency: Expression Grammar: The verb Be Vocabulary: suffixes -y and -ful</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2. RL( and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root. RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex: "acting", "actor")</p>	<p>Vocabulary: accepted express taught grand pretend prize wonder fluttering Grammar: The Verb Be Target Skill: Understanding Characters, Author's Word Choice Target Strategy: Analyze/Evaluate</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 4 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 19</p>	<p>5</p>	<p>Lesson 19: The Signmaker's Assistant How are signs helpful?</p> <p>Comprehension Skills and Strategies: Text and Graphic Features, Point of View, Question Phonics: word with ar Fluency: Phrasing: punctuation Grammar: commas in dates and places Vocabulary: shades of meaning</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: assistant agreed polite failed tearing wisdom cleared trouble Grammar: Commas in Dates and Places Target Skill: Text and Graphic Features and Point of View Target Strategy: Question</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 4 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>



<p>Week 20</p>	<p>5</p>	<p>Lesson 20: Dex: The Heart of a Hero What makes someone a hero?</p> <p>Comprehension Skills and Strategies: Compare and Contrast, Figurative Language, Monitor/Clarify Phonics: words with or/ore Fluency: Intonation Grammar: Commas in a series</p> <p>Vocabulary: Prefix over-</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: depended sore sprang studied gazing hero exercise overlooked</p> <p>Grammar: Commas in a Series Target Skill: Compare and Contrast, Figurative Language Target Strategy: Monitor/Clarify</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 4 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 21</p>	<p>5</p>	<p>Lesson 21: Penguin Chicks How do animals care for their young?</p> <p>Comprehension Skills and Strategies: Main Ideas and Details, Cause and Effect, Infer/Predict Phonics: Words with er, Words with ir, ur Fluency: Phrasing- Natural pauses Grammar: What is an Adjective? Vocabulary: Dictionary Entry</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: webbed waterproof steer whistle otherwise junior slippery finally</p> <p>Grammar: Adjective Target Skill: Main Idea, Details, Cause/Effect Target Strategy: Infer/Predict</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 4 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 22</p>	<p>5</p>	<p>Lesson 22: Gloria Who Might Be My Best Friend How do friends help each other?</p> <p>Comprehension Skills and Strategies: Understanding Characters, Figurative Language, Question Phonics: Homophones, Base words and Endings -er, -est Fluency: Accuracy- Self-Reflect Grammar: Using Adjectives Vocabulary: Idioms</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: knot copy planning lonely heavily seriously answered guessed</p> <p>Grammar: Adjective Target Skill: Character, Figurative Language Target Strategy: Question</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 4 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>

<p>Week 23</p>	<p>5</p>	<p>Lesson 23: The Goat in the Rug How is art connected to the past?</p> <p>Comprehension Skills and Strategies: conclusions, sequence of events, summarize Phonics: suffixes -y, -ly, -ful Fluency: rate- adjust rate to purpose Grammar: irregular verbs Vocabulary: compound words</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2. RI(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: yarn strands spinning dye weave sharpening duplicated delicious Grammar: Irregular Verbs Target Skill: Conclusions, Sequence Target Strategy: Summarize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 4 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 24</p>	<p>5</p>	<p>Lesson 24: Half - Chicken Why are some stories told over and over again?</p> <p>Comprehension Skills and Strategies: cause and effect, point of view, visualize Phonics: prefixes re-, un-, over-, pre-, mis- Fluency: expression Grammar: irregular action verbs Vocabulary: antonyms</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions. I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: tumbling flung tangled empty swift peacefully stream blazed Grammar: Irregular Action Verb Target Skill: Cause/Effect, Point of View Target Strategy: Visualize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 5 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 25</p>	<p>5</p>	<p>Lesson 25: From Seed to Plant How do plants grow and change?</p> <p>Comprehension Skills and Strategies: text and graphic features, cause and effect, monitor/clarify Phonics: words with au, aw, al, o, a Fluency: phrasing- punctuation Grammar: irregular action verbs Vocabulary: using context</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: grain pod soak soften root shoot nutrition tasty Grammar: Irregular Action Verbs Target Skill: Text/Graphic Features, Cause/Effect Target Strategy: Monitor/Clarify</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 5 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>

<p>Week 26</p>	<p>5</p>	<p>Lesson 26: The Mysterious Tadpole How do some animals change as they grow?</p> <p>Comprehension Skills and Strategies: Story Structure, Conclusions, Infer/Predict Phonics: Words with oo, ew, us, ou Fluency: Accuracy: Connected Text Grammar: Contractions Vocabulary: Multiple-Meaning Words</p>	<p>*RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2. RI(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: ordinary control cage upset sensible confused training suspiciously Grammar: Contractions Target Skill: Story Structure, Conclusions Target Strategy: Infer/Predict</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 6 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 27</p>	<p>5</p>	<p>Lesson 27: The Dog that Dug for Dinosaurs How can you learn about animals that lived long ago?</p> <p>Comprehension Skills and Strategies: Fact and Opinion, Author's Purpose, Question Phonics: Words with oo (book) Fluency: Intonation Grammar: What is an Adverb? Vocabulary: Shades of Meaning</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). W.2.11.d Generalize learned spelling patterns when writing words. W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: exact discovered remove growled amazed explained guard souvenirs Grammar: Adverb Target Skill: Fact/Opinion, Author's Purpose Target Strategy: Question</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 6 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p>Week 28</p>	<p>5</p>	<p>Lesson 28: Yen-Shen What can you learn from reading a fairy tale?</p> <p>Comprehension Skills and Strategies: Sequence of Events, Compare and Contrast, Analyze/Evaluate Phonics: Vowel Diphthongs ow, ou Fluency: Phrasing- Natural Pauses Grammar: Possessive Nouns Vocabulary: Classify/Categorize</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.) I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more. I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: task glimmering served content worn overjoyed concealed valuable Grammar: Possessive Nouns Target Skill: Sequence of Events, Compare/Contrast Target Strategy: Analyze/Evaluate</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 6 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>

<p><b>Week 29</b></p>	<p>5</p>	<p>Lesson 29: Two of Everything What good things happen when people work together?</p> <p>Comprehension Skills and Strategies: Understanding Characters, Points of View, Summarize</p> <p>Phonics: Reading longer words with long vowels a and i, Vowel diphthongs oi, oy</p> <p>Fluency: Expression</p> <p>Grammar: Possessive pronouns</p> <p>Vocabulary: Antonyms</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words.</p> <p>RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)</p> <p>I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more.</p> <p>I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p>	<p>Vocabulary: search contained startled odd leaned tossed grateful village</p> <p>Grammar: Possessive Pronouns Target Skill: Characters, Point of View Target Strategy: Summarize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 6 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>
<p><b>Week 30</b></p>	<p>5</p>	<p>Lesson 30: Now and Ben Why might a person from long ago still be important today?</p> <p>Comprehension Skills and Strategies: Compare and Contrast, Using Context, Visualize</p> <p>Phonics: Reading Longer Words with Long Vowels o and e, Final Stable Syllable -le</p> <p>Grammar: Choose Between Adjectives and Adverbs</p> <p>Fluency: Rate- Adjust Rate to Purpose</p> <p>Vocabulary: Root Words</p>	<p>RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words.</p> <p>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).</p> <p>W.2.11.d Generalize learned spelling patterns when writing words.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>RF.2.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>SL.2.3 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.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.</p> <p>RI(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)</p> <p>I can read fiction and non-fiction stories at my grade level with few mistakes and good expression. After reading or listening to fiction or non-fiction, I can answer questions, share important details, and ask questions to learn more.</p> <p>I can read fiction and non-fiction stories at my grade level while asking and answering questions.</p> <p>I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p>	<p>Vocabulary: inventions remarkable designed amounts accomplishments achieve composed result</p> <p>Grammar: Adjective, Adverb Target Skill: Compare/Contrast Target Strategy: Visualize</p>	<p>ThinkCentral Weekly Assessments</p>	<p>Journeys Unit 6 Teacher's Manual Journeys Student Workbook 2 Journeys Student Textbook 2 Journeys Leveled Readers Journeys Decodable Readers</p>

## 2nd Grade ELA Curriculum Plan

### Fall Semester - Really Great Reading

	Days	Key Terminology	Standards Covered	Describe overall unit objective in plain English.
RGR: Unit 1	5	Short vowel phonemes and segmenting, single syllable and closed syllable words, digraph	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences	I can read and spell words with different vowel sounds. (long, short, etc.). I can learn the sounds and actions for the five short vowels. I can define what a closed syllable is (one vowel followed by one or more consonants). I can identify the most common phoneme for the vowel in a closed syllable is a short phoneme. I can accurately read and spell the digraphs (ch, sh, th, wh, ck and ph)
RGR: Unit 2	5	Segmenting phonemes & identifying vowel sounds, 2-sound blends (closed syllables), digraph blends (closed syllables)	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences	I can segment phonemes in single-syllable with/without 2-sound consonant blends or digraph blends. I can define a 2-sound blend (two consonant letters next to each other that spell two separate sounds). I can read and spell words with 2-sound consonant blends. I can distinguish between 2-sound blends and digraphs.
RGR: Unit 3	5	Segmenting and substituting short vowel phonemes, trigraphs, 3-sound blends	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence	I can segment phonemes in one-syllable with or without 2-3 sound consonant blends and identify the short vowel phoneme. I can substitute the short vowel sound in a word with another short vowel to produce a new word. I can blend phonemes in one-syllable words. I can define a trigraph as three letters that spell one sound. I can read and spell the sounds with the trigraphs (tch and dge)
RGR: Unit 4	5	Segmenting words and adding phonemes, read 2-syllable words with closed syllables	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence	I can segment phonemes in one-syllable words to identify the short vowel phonemes. I can add initial and final phonemes to produce new words. I can read 2 & 3 syllable words when both syllables are closed.
RGR: Unit 5	5	Segment words & substituting short and long vowel phonemes, read single-syllable words with open syllables, read 2-syllable words with closed and open syllables	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words.	I can learn the sound and motion for each long vowel. I can segment phonemes in single-syllable words to identify the long vowels phonemes. I can substitute the short vowel for a long vowel to produce a new word. I can read and spell one-syllable words with open syllables. I can read 2 & 3 syllable words with closed and open syllables.

RGR: Unit 6	5	Identify sounds of SCHWA in words, read two-syllable words with SCHWA, read 2, 3 & 4 syllable words with SCHWA	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can understand that SCHWA is a vowel sound that doesn't make it's regular sound but /uh/ and /ih/. I can "flex" the vowel to a SCHWA to correctly read new words. I can read 2, 3 & 4 syllable words with a vowel SCHWA to pronounce words correctly.
RGR: Unit 7	5	Segment words and delete phonemes, read words with single syllable vowel-consonant-e,	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can delete the initial or final phoneme to make new words with long or short vowels. I can identify the long and short vowel phonemes. I can read, spell and build one syllable words with vowel-consonant-e. I can read 2, 3 & 4 syllable words with closed, open and vowel-consonant-e. I can "flex" the SCHWA to correctly read words.
RGR: Unit 8	5	Segment words and substituting & blending short and long vowels, read 2, 3 & 4-syllable words with vowel-consonant-e spelling SCHWA,	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can segment and substitute long and short vowel phonemes to correctly read words. I can correctly read 2, 3 & 4 syllable words with vowel-consonant-e and SCHWA.
RGR: Unit 9	5	Segment words and substituting & blending short and long vowels, read words with vowel team spellings of Long a (ai, ay) and Long e (ee, ea), read words with vowel team spellings of Long o (oa, ow) and Long i (igh).	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can segment one-syllable word with short and long vowels. I can change the long and short vowels to make new words. I can correctly read 1, 2 & 3 syllable words with the four vowel teams: ai, ay, ee and ea. I can correctly read 1, 2 & 3 syllable words with the vowel teams: oa, ow & igh.
RGR: Unit 10	5	Segment words and adding & deleting phonemes, read words with vowel team Long e (ie, ey)	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can segment long and short vowel phonemes to correctly read words. I can add or delete initial and final phonemes to make new words. I can correctly read 1, 2 & 3 syllable words with the vowel teams: ie & ey. I can correctly read 1, 2 & 3 syllable words with all the vowel teams.

RGR: Unit 11	5	"R-controlled vowels", /or/ and /ar/, identify and blend vowel phonemes, accurately read and spell /ar/ /or/, accurately read 2-3 syllable words,	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can learn the sounds and motions for r-controlled vowel phonemes. I can accurately segment and blend phonemes in 1 syllable words and identify the vowel phoneme as short, long, or r-controlled. I can read, spell and build 1-syllable words with /ar/ and /or/. I can read 2&3 syllable words with the r-controlled phonemes /ar/ and /or/.
RGR: Unit 12	5	Short, long and r-controlled phonemes, substitute vowel phonemes, read and spell /or/ /our/ /ore/ /oor/ /oar/, dissect real words with /or/, read and spell /ar/, /are/, /air/ and /ear/	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can segment 1 syllable words with long, short and r-controlled vowel phonemes. I can change the vowel phoneme to produce new words. I can read and spell 1, 2 & 3 syllable r-controlled vowels with or, our, ore, oor and oar. I can read 1, 2 & 3 syllable words with ar, are, air, and ear.
RGR: Unit 13	5	R-controlled /er/, blend and segment short, ong and r-controlled, read and spell /er/ /ir/ /ur/ and /ear/, read 2 & 3 syllable words with /er/	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can learn the sound and motions for r-controlled /er/. I can blend and segment 1 syllable words with long, short and r-controlled vowel phonemes. I can read and spell /er/ /ir/ /ur/ and /ear/ vowel phonemes. I can dissect real words with /er/. I can accurately read 2 & 3 syllable words with /er/.
RGR: Unit 14	5	Segment and manipulate vowel phonemes with short, long and r-controlled vowels, read 2, 3 & 4 syllable words with /or/ /ar/ /er/	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can segment short, long and r-controlled phonemes. I can add or delete first and last phonemes to make new words. I can accurately read /or/ and /ar/ and /er/ vowel phonemes in 2, 3 & 4 syllable words.
RGR: Unit 15	5	"Other" vowels sounds and motions, blend and segment 2, 3 & 4 syllable words with vowel phonemes with short, long, r-controlled and other, /oo/ /u/ /u_e/ /ew/	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can learn the "other" vowels sounds and motions. I can blend and segment short, long, r-controlled and "other" vowels. I can read and spell /oo/ /u/ /u_e/ and /ew/. I can read 2, 3 & 4 syllable words with "other" vowel phonemes.
Total Days Taught	75			

## 2nd Grade ELA Curriculum Plan

### Spring Semester - Really Great Reading

Date	Days	Key Terminology	Standards Covered	Describe overall unit objective in plain English
RGR: Unit 16	5	/oi/, short, long, r-controlled and "other", /oi/ /oy	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can learn the sound /oi/. I can segment phonemes with the short, long, r-controlled and "other" vowel phonemes. I can read and spell and build words with /oi/ and /oy/ vowel phonemes. I can read 2, 3 & 4 syllable words with /oi/ vowel phoneme.
RGR: Unit 17	5	/ou/, short, long, r-controlled and "other" /ou/ /ow/	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can learn the sound for /ou/. I can add first and last phonemes in word with short, long, r-controlled, "other" vowels. I can read and spell 1, 2 & 3 syllable words with /ou/ and /ow/.
RGR: Unit 18	5	/oo/, short, long, r-controlled and "other", /u/	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can learn the sound for /oo/. I can segment and change the first and last phonemes to produce new words. I can read and build real 1 syllable words with /oo/ and /u/. I can read 2, 3 & 4 syllable words with /oo/ and /u/.
RGR: Unit 19	5	/aw/, short, long, r-controlled and "other", /aw/ /au/	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can learn the sound for /aw/. I can change phonemes in words by substituting the short, long, r-controlled and "other" vowels to produce new words. I can read and spell 1, 2 & 3 syllable words with /aw/ /au/.
RGR: Unit 20	5	short, long, r-controlled and "other" , /oo/ /u/ /u_e/ /ew/ /oi/ /oy/ /ou/ /ow/ /oo/ /u/ /aw/ /au/	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can change and segment and change phonemes in words to change short, long, r-controlled and other vowels to produce new words. I can accurately read and spell 1, 2, 3 & 4 syllable words with /oo/, /u/, /u_e/, /ew/, /oi/, /oy/, /ou/, /aw/ and /au/.
RGR: Unit 21	5	ang, ing, ong, ung, ank, ink, onk, unk, 1 syllable words with chunks, 2-4 syllable words	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can read 1-syllable words with chunks ang, ing, ong, ung, ank, ink, onk and unk. I can read 2, 3 and 4 syllable word with the same chunks. I can read with 98% accuracy.



RGR: Unit 22	5	consonant -le, 2-4 syllable words with -le	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can read with 98% accuracy or higher. I can read 2, 3 and 4 syllable words with consonant -le syllable.
RGR: Unit 23	5	two syllable Latin chunks: Foundations level: tion, sion, ture Essentials level: tion, sion, ture, cial, tial Linguistics level: tion, sion, ture, cial, tial, cious, tious	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words. RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.	I can read with 98% accuracy or higher. I can read 2 syllable words with the chunks: tion, sion, ture, cial, tial, cious, tious.
RGR: Unit 24	5	hard and soft c and g	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can read with 98% accuracy or higher. I can read 1-4 syllable words with hard and soft c and g.
RGR: Unit 25	5	2 syllable words with consonant suffixes,	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can answer questions about a passage by identifying specific information in a text. I can read 2 syllable words with consonant suffixes -ment, -ly, -ful, -ness.
RGR: Unit 26	5	vowel suffixes,	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can answer questions about a passage by identifying specific information in a text. I can read 2 syllable words with vowel suffixes -er, -est, -ing, -es, -ous, -y, -able, -ible.
RGR: Unit 27	5	2-4 syllables with 1-1-1 doubling rule, -ed,	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can read with 98% accuracy or higher. I can read 2-4 syllable words with suffixes using 1-1-1 doubling rule. I can read 2-4 syllable words with the suffix -ed.

RGR: Unit 28	5	prefixes dis-, con-, un-, in-, im-	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words. RL(and RI).2.11.c Use a known root word as a clue to the	I can read with 98% accuracy or higher. I can read 2-4 syllable words with prefixes dis-, con-, un-, in-, and im-.
RGR: Unit 29	5	prefixes: re-, pre-, pro-,	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when	I can read with 98% accuracy or higher. I can read 2-4 syllable words with the prefixes re-, pre-, and pro-.
RGR: Unit 30	5	prefixes and suffixes review	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words. RL(and RI).2.11.c Use a known root word as a clue to the <u>meaning of an unknown word with the same root.</u>	I can read with 98% accuracy or higher. I can read 2-4 syllable words with suffies and/or prefixes.
RGR: Unit 31	5	closed syllable exceptions: ost, old, ild, ind, olt	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can read with 98% accuracy or higher. I can read 1-4 syllable words with closed syllable exceptions: ost, old, ild, ind, and olt.
RGR: Unit 32	5	split vowels,	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can read 2-4 syllables with words with two vowels together even though the split vowels may look like a vowel team.
RGR: Unit 33	5	review closed, open, VCE, vowel team, r-controlled, consonant -le	RF.2.3.a Distinguish long and short vowels when reading regularly spelled one- syllable words. RF.2.3.e Identify words with inconsistent but common spelling-sound correspondence W.2.11.d Generalize learned spelling patterns when writing words.	I can read with 98% accuracy or higher. I can read 1-4 syllable words with closed, open, VCE, vowel teams, r-controlled, and consonant -le words.
Total Days Taught	90			

## 2nd Grade ELA Curriculum Plan

Writing				
Types of Writing	Days	Topics	Standards Covered	Describe overall unit objective in plain English.
<p>Narrative Writing Students will write a narrative story</p>	<p>Ongoing</p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• Express an opinion writing in response to a prompt given by the teacher</li> <li>• Teacher will find prompts from science, social studies, health, current events, holidays, personal experiences, etc.</li> <li>• Write a rough draft of an opinion piece</li> <li>• Demonstrate proper convention use</li> <li>• Edit their rough drafts with teacher or peer support</li> <li>• Write and present a final copy</li> </ul> <p>Journals Halloween Costume American Royal Valentines</p>	<p>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).</p> <p>W.2.11.d Generalize learned spelling patterns when writing words.</p> <p>RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)</p> <p>I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p> <p>With support, I can write and revise a paragraph on a topic I am interested in.</p> <p>I can use new words and phrases I have heard, or read, in conversation and writing to better describe my topic.</p>
<p>Opinion Writing Students will write an opinion piece</p>	<p>9 weeks</p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• Brainstorm ideas to write a narrative story</li> <li>• Write a rough draft</li> <li>• Demonstrate proper convention use</li> <li>• Edit their rough drafts with teacher or peer support</li> <li>• Produce and present a final copy</li> </ul> <p>Seasons Oreo Grateful Leprechaun Spring</p>	<p>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).</p> <p>W.2.11.d Generalize learned spelling patterns when writing words.</p> <p>RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.2.8 Use words and phrases acquired through conversations, reading and being read to, and</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)</p> <p>I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p> <p>With support, I can write and revise a paragraph on a topic I am interested in.</p> <p>I can use new words and phrases I have heard, or read, in conversation and writing to better describe my topic.</p>
<p>Informative/Explanatory Students will write an informative/explanatory text, in which, they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section. This will be based on State of Kansas Multidisciplinary Performance Task Rubric</p>	<p>9 weeks</p>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• Research facts in order to write an informational/explanatory piece</li> <li>• Gather information using two or more resources</li> <li>• Write a rough draft using notes taken during research piece                             <ul style="list-style-type: none"> <li>- Rough draft will include topic sentence, supporting paragraphs, and conclusion statement. Students will demonstrate proper convention use.</li> </ul> </li> <li>• Produce and present a final version after editing rough draft.                             <ul style="list-style-type: none"> <li>- Final draft should include: illustration, list of sources, mastery of conventions. Students will present using digital tools.</li> </ul> </li> </ul> <p>Christmas Around the World State</p>	<p>RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).</p> <p>W.2.11.d Generalize learned spelling patterns when writing words.</p> <p>RL(and RI).2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>SL.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>I can read and spell words with different vowel sounds. (long, short, etc.)</p> <p>I can use a smaller known word (ex: "act") to read a larger related word (ex:"acting", "actor")</p> <p>With support, I can write and revise a paragraph on a topic I am interested in.</p> <p>I can use new words and phrases I have heard, or read, in conversation and writing to better describe my topic.</p>

Handwriting without Tears	ongoing	Students will complete practice in HWT workbook and demonstrate appropriate handwriting skills across all curriculum.	<p>Form and Production</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the organization and basic features of manuscript writing.</li> <li>2. Demonstrate an understanding of organization and basic features of cursive writing.</li> </ol> <p>Automaticity</p> <ol style="list-style-type: none"> <li>3. Write with sufficient flow, ease and pace to support automaticity.</li> </ol> <p>Handwriting Application</p> <ol style="list-style-type: none"> <li>4. Develop a handwriting style to facilitate learning in all content areas.</li> </ol>	<p>I can demonstrate an understanding of the organization and basic features of my writing.</p> <p>I can use nice, legible handwriting for others to read.</p> <p>I can demonstrate all 26 uppercase and lowercase letters.</p>
Total Days Taught	171			