

**Week 1: August 10 - 12**

**Assessment: Beginning of the Year Progress Monitoring and Phonics Screeners**

<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Academic Vocabulary:</b>
<p><b>Reading Foundations and Routine</b> Classroom Routines/Procedures - transition, conversations, partner talk, and whole Group and Small Group Listening Habits</p>	<p><b>Social Studies Skills:</b> Being respectful, rules and procedures, working together.  SS.2.C.1.1 SS.2.C.1.2</p>	<p>Routine Rules Respectful Responsible Citizen</p>
<b>Question Stems:</b>	<b>Response to Literature/Writing Mini-Lesson/Grammar:</b>	
<p>*How can we show kindness to others? *How can we show respect to others? *What is an example of a good citizen? *What are some important rules for our classroom?</p>	<p><b>Writing:</b> SWAG Letter formation Sentence structure Punctuation (Capital letter, period, explanation mark, question mark)</p> <p><b>Grammar:</b> Parts of Speech - nouns and verbs  2.C.1.1, 2.C.2.1, 2.C.3.1</p>	
<b>Learning Goals:</b>	<b>Whole Group / Small Group Materials:</b>	<b>Saxon:</b>
<ul style="list-style-type: none"> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Retell: Use Main Story Elements</li> <li>• Identify Plot Structure and Describe Main Story Elements</li> </ul>	<p><b>Postcard Clues</b> (Review and Routine Shared Reading- Big Book)</p>	<p><b>Review vowels and consonants</b>  <b>Sight Words:</b> are, come, do, eight, four, from, have, into, love, of, one, said, some</p>

**Week 2: August 15 - 19**

**Assessment:** Test Taking Strategy Answer Key Rational - [Benchmark Answer Key](#)  
Cold Read Model - Test Taking Strategies : Interim Assessment Book  
 1. Carla's Lunch - Questions #1-8, Book Pg. 2-5, Online pages 1-4  
 2. All About Elephants - Questions #9-15, Book Pg. 6-9, Online pgs. 5-8

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Reading:</b>                      2.R.3.2b- Retell a text: use the central idea and relevant details                      2.R.1.1-Identify plot structure and main story elements                      2.R.2.1-Explain how text features contribute to the meaning of a text                      2.R.3.2 a.-Retell stories</p> <p><b>Foundations and Routine</b>                      Classroom Routines/Procedures - transition, conversations, partner talk, and whole Group and Small Group Listening Habits</p>	<p><b>Social Studies Skills:</b>                      Being respectful, rules and procedures, working together</p> <p>SS.2.C.1.1                      SS.2.C.1.2</p>	<p>Paragraph                      Perspective                      Plot                      Message                      Author's purpose                      Dictionary</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>Carla's Lunch</b>                      *What is the message of the story?                      *Which word has the same meaning as _ in paragraph 1?</p> <p><b>All About Elephants</b>                      *Why did the author write this passage?                      *What is paragraph _ mostly about?</p>	<p><b>Writing:</b>                      SWAG                      Letter formation                      Sentence structure                      Punctuation ( Capital letter, period, explanation mark, question mark)                      Review nouns and verbs                      *Allow students to write a sentence about rules and expectations in our classroom. Allow students to share sentences and the teacher will create a narrative writing example using 3 or 4 student sentences.</p> <p><b>Grammar:</b>                      Parts of Speech - Nouns and Verbs                      2.C.1.1, 2.C.2.1, 2.C.3.1</p>	
Learning Goals	Whole Group/Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>Explain How Text Features Contribute to Meaning</li> <li>Retell: Use Main Story Elements</li> <li>Identify Plot Structure and Describe Main Story Elements</li> </ul>	<p>Review and Routines:                      Big Book - Postcard Clues</p> <p>Review and Routines:                      Big Book-Hurricane</p>	<p><b>Lesson 1-4</b>                      Short &amp; Long Vowels                      Review Vowels                      Review Consonants                      The Rule vc  <b>Assessment: Lesson 5</b></p>

**Week 3: August 22 - 26**

**Assessment: Beginning of the Year Progress Monitoring and Phonics Screeners**

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Unit 1, Week 1- Plants and Animals in Their Habitats</b>  <b>Essential Question: How do living things get what they need to survive?</b>  <b>Reading</b>                      2.R.1.1-Identify plot structure and main story elements                      2.R.3.2 a.-Retell stories</p> <p><b>Vocabulary</b>                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science Skills:</b>                      Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1                      SC.2.L.17.2                      SC.2.L.16.1</p>	<p>Retell relevant details                      Story Plot Structure                      Supporting Details</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>Friends for Elle:</b>                      *How is _described at the beginning of the story?                      *Which detail shows how _ solves a problem?</p>	<p><b>Response to Literature:</b>                      Narrative Writing - Teacher models how to organize thoughts into a paragraph.</p> <p><b>Grammar:</b>                      Parts of Speech - Nouns and Verbs                      2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>• Identify Central Idea and Relevant Details</li> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Retell: Use Main Story Elements Identify Plot Structure and Describe Main Story Elements</li> <li>• Identify and Use Context Clues and Word Relationships to Determine Meaning</li> </ul>	<p><b>Consumables:</b>                      Plants and Animals in their Habitats                      - Emperor Penguin Habitat                      - Postcards from Alex</p> <p><b>Leveled Readers:</b>                      The Hungry Coyote Unit 2/H                      The Envious Mountain Unit 2/I                      A Meterinte in the Backyard Unit 2/J</p>	<p><b>Lesson 6-9</b>                      The Rule v-                      Blends                      Spelling with k and c                      The Rule vc/cv</p> <p><b>SPELLING TEST 1: Rule- VC</b></p>

**Week 4: August 29 - September 7**

**Assessment: Unit 1, Week 1 - "Friends For Elle" Graded Assessment**

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Unit 1, Weeks 1 &amp; 2- Plants and Animals in Their Habitats</b>  <b>Essential Question: How do living things get what they need to survive?</b>  <b>Reading:</b>  <b>Week 1</b>                      2.R.1.1-Identify plot structure and main story elements                      2.R.3.2a-Retell a text:use main story elements in a logical sequence  <b>Week 2</b>                      2.R.2.2-Identify Central Idea and Relevant Details                      2.R.2.1-Explain how text features contribute to the meaning of a text  <b>Vocabulary:</b>                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science Skills:</b>                      Compare and contrast the basic needs that all living things, including humans, have for survival.                       Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.                       Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.                       SC.2.L.17.1                      SC.2.L.17.2                      SC.2.L.16.1</p>	<p>Retell relevant details                      Story Plot Structure                      Supporting Details                      Central idea                      Author                      Map</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>U1 W1 Friends for Elle?</b>                      *How is _described at the beginning of the story?                      *Which detail shows how _ solves a problem?  <b>U1 W2 Bluebirds</b>                      *What would be another good title for this passage?                      *What is paragraph _ mostly about?                      *Which detail from the passage best explains the picture of the _?                      *What does the map show?                      *What is the central idea of paragraph _?</p>	<p><b>Response to Literature:</b>                      Narrative Writing - Teacher will introduce narrative writing. Students will begin to plan their writing using a graphic organizer. (Topic - story about an animal in their habitat)   <b>Grammar:</b>                      Parts of Speech - Review nouns and verbs                      Introduce adjectives                       2.C.1.1, 2.C.1.2, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>Identify Central Idea and Relevant Details</li> <li>Explain How Text Features Contribute to Meaning</li> <li>Retell: Use Main Story Elements Identify Plot Structure and Describe Main Story Elements</li> <li>Identify and Use Context Clues and Word Relationships to Determine Meaning</li> </ul>	<p><b>Consumables:</b>                      Plants and Animals in their Habitats                      Week 1:                      - Emperor Penguin Habitat                      - Postcards from Alex                      - Meet Ranger Diaz                       Week 2:                      -Habitats Around the World                      -Bats, Bats, Bats</p> <p><b>Leveled Readers:</b>                      Measuring Fun Unit 1/H                      Animal Sounds Unit 1/I                      Delicious Vegetables Unit 1/J</p>	<p><b>Lesson 11-14</b>                      Digraph ck, th, sh, ch  <b>Assessment: Lesson 15</b></p>

<b>Week 5: September 5 - 9 (Mon.-No School)</b>		
<b>Assessment: Unit 1, Week 2 - "Bluebirds" Graded Assessment</b>		
<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Academic Vocabulary:</b>
<p style="text-align: center;"><b>Unit 1, Week 2- Plants and Animals in Their Habitats</b></p> <p><b>Essential Question: How do living things get what they need to survive?</b></p> <p><b>Reading:</b>                      2.R.2.2-Identify Central Idea and Relevant Details                      2.R.2.1-Explain how text features contribute to the meaning of a text</p> <p><b>Vocabulary:</b>                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science Skills:</b>                      Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1                      SC.2.L.17.2                      SC.2.L.16.1</p>	Central idea Author Map
<b>Question Stems:</b>	<b>Response to Literature/Writing Mini-Lesson/Grammar:</b>	
<p><b>Bluebirds</b></p> <p>*What would be another good title for this passage?                      *What is paragraph _ mostly about?                      *Which detail from the passage best explains the picture of the _?                      *What does the map show?                      *What is the central idea of paragraph _?</p>	<p><b>Response to Literature:</b>                      Narrative Writing - Start focusing on creating a beginning, middle and end. Taking information from their graphic organizers. (Topic - story about an animal in their habitat)</p> <p><b>Grammar:</b>                      Nouns and adjectives</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<b>Learning Goals:</b>	<b>Whole Group / Small Group Materials:</b>	<b>Saxon:</b>
<ul style="list-style-type: none"> <li>• Identify the Central Idea and Relevant Details</li> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Identify and Use Context Clues and Word Relationships to Determine Meaning</li> <li>• Compare and Contrast Important Details in Two Texts on the Same Topic-Introduced</li> </ul>	<p><b>Consumables:</b>                      Plants and Animals in their Habitats                      - Habitats Around the World                      - Bats, Bats, Bats</p> <p><b>Leveled Readers:</b>                      Star Spangled Banner Unit 3/K                      The Amazon Rainforest Unit 1/ K                      Working at the Zoo Unit 1/ L</p>	<p><b>Lesson 16-19</b>                      Digraph ch/k/sh                      Voiced s                      Combination er and ir  <b>SPELLING TEST 2: Rule- Blends</b></p>

**Week 6: September 12 – 16 (Wed.-Half day/teacher planning)**

**Assessment:** Unit 1 Test - "Tom and Fran" **Graded Assessment (save to combine grade with Traveling Frogs of Texas)**

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Unit 1, Week 3 (Part 1) - Plants and Animals in Their Habitats</b>  <b>Essential Question: How do living things get what they need to survive?</b>  <b>Reading:</b>                      2.R.1.1-Identify plot structure and main story elements                      2.R.2.2-Identify Central Idea and Relevant Details                      2.R.2.1-Explain how text features contribute to the meaning of a text                      2.R.3.2a: Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text.  <b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science Skills:</b>                      Compare and contrast the basic needs that all living things, including humans, have for survival.                       Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.                       Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.                       SC.2.L.17.1                      SC.2.L.17.2                      SC.2.L.16.1</p>	<p>Central Idea                      Details                      Context Clues                      Compare/ Contrast</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>Tom &amp; Fran</b>                      *How is _ described in paragraph _? (choose 2 answers)                      *What problem is shown in paragraph_?                      *What happens at the beginning of the story?                      *What happens at the end of the story?</p>	<p><b>Response to Literature:</b>                      Narrative Writing - Students will take their narrative essays and add details to make their first final rough draft. Introduce and practice peer to peer editing. <i>(Topic - story about an animal in their habitat)</i>   <b>Grammar:</b>                      Parts of Speech - Review nouns, verbs, adjectives                       2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>• Retell: Use Main Story Elements</li> <li>• Identify Plot Structure and Describe Main Story Elements</li> <li>• Identify Rhyme Schemes in Poems-Introduced</li> <li>• Identify and Use Context Clues and Word Relationships to Determine Meaning</li> </ul>	<p><b>Consumables:</b>                      Plants and Animals in their Habitats                      - Filiberto in the Valley                      - My Desert Blog                      - The Bat (Poem)   <b>Leveled Readers:</b>                      My Mom, Our Mayor Unit 3/H                      The Shopping List Unit 9/ J                      We have Many Choices Unit 9/ K</p>	<p><b>Lesson 21-24</b>                      Combination ur, qu                      Combination ar /ar/                      Combination ar /er/  <b>Assessment: Lesson 25</b></p>

**Week 7: September 19 - 23**

**Assessment:** Unit 1 Test - "Traveling Frogs of Texas" **Graded Assessment (combine grade with Tom and Fran)**

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Unit 1, Week 3 (Part 2) - Plants and Animals in Their Habitats</b>  <b>Essential Question: How do living things get what they need to survive?</b>  <b>Reading:</b>                      2.R.1.1-Identify plot structure and main story elements                      2.R.2.2-Identify Central Idea and Relevant Details                      2.R.2.1-Explain how text features contribute to the meaning of a text                      2.R.3.2a: Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text.</p> <p><b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science Skills:</b>                      Compare and contrast the basic needs that all living things, including humans, have for survival.</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.</p> <p>SC.2.L.17.1                      SC.2.L.17.2                      SC.2.L.16.1</p>	<p>Central Idea                      Details                      Context Clues                      Compare/ Contrast</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>Traveling Frogs of Texas</b>                      *What is this passage mostly about?                      *What other title would best fit this passage?                      *What does the map show?</p>	<p><b>Response to Literature:</b>                      Narrative Writing - Students will be producing their final narrative writings about an animal in their habitat using their peer edited rough drafts (<i>Topic - story about an animal in their habitat</i>)</p> <p><b>Grammar:</b>                      Parts of Speech - Review nouns, verbs, adjectives</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>Retell: Use Main Story Elements</li> <li>Identify Plot Structure and Describe Main Story Elements</li> <li>Identify Rhyme Schemes in Poems-Introduced</li> <li>Identify and Use Context Clues and Word Relationships to Determine Meaning</li> </ul>	<p><b>Consumables:</b>                      Plants and Animals in their Habitats                      - Filiberto in the Valley                      - My Desert Blog                      - The Bat (Poem)</p> <p><b>Leveled Readers:</b>                      Technology in our Homes Unit 5/H                      Opinions About Waste Unit 5/K                      Robots Unit 5/L</p>	<p><b>Lesson 26-30</b>                      Combination or                      Combination wh                      Contractions  <b>SPELLING TEST 3: Rule- Spelling with K &amp; C</b></p>

**Week 8: September 26 - 30**

<b>Assessment:</b> No Assessment		
<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Academic Vocabulary:</b>
<p style="text-align: center;"><b>Unit 2, Week 1- Characters Facing Challenges</b>  <b>Essential Question: What can we learn when we face problems?</b></p> <p><b>Reading:</b>                      2.R.1.1 identify plot structure/describe story elements                      2.R.1.2 identify/explain a theme                      2.R.3.2a: Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text.                      2.R.1.3 identify different characters' perspectives</p> <p><b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                      Label on a map or globe the continents, oceans, Equator, PrimeMeridian, North Pole, and South Pole.</p> <p>Use a map to locate the countries in North America</p> <p>Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and national capital.</p> <p>S.S.2.G.1.2                      S.S.2.G.1.3                      SS.2.G.1.4</p>	<p>Theme / Message                      Perspective                      Passage</p>
<b>Question Stems:</b>	<b>Response to Literature/Writing Mini-Lesson/Grammar:</b>	
<p>*What happens at the beginning of the story?                      *Which detail from the passage shows _ perspective about _?                      *Look at the picture Which best describes the character?                      *What is the message of this story?                      *Which two words best describe the character?</p>	<p><b>Response to Literature:</b>                      Narrative Writing -Students will brainstorm ideas for their narrative writing about a character facing a problem. Using a graphic organizer to guide their brainstorming, they will describe their character, their problem, and how they are going to solve it. (<i>Topic - A character facing a problem and how they overcame that problem</i>)</p> <p><b>Grammar:</b>                      Adverbs                      Common Nouns and Proper Nouns</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<b>Learning Goals:</b>	<b>Whole Group / Small Group Materials:</b>	<b>Saxon:</b>
<ul style="list-style-type: none"> <li>● Retell a Literary Text: Use Main Story Elements</li> <li>● Identify and Explain Theme-Introduced</li> <li>● Identify Different Characters' Perspectives-Introduced</li> <li>● Identify Plot Structure and Describe Main Story Elements</li> <li>● Identify and Use Word Relationships and Context Clues to Determine Meaning</li> </ul>	<p><b>Consumables:</b>                      Characters Facing Challenges</p> <ul style="list-style-type: none"> <li>- The Foolish Milkmaid</li> <li>- The Daydreaming Sprinter</li> <li>- King Midas</li> </ul> <p><b>Leveled Readers:</b>                      Sally's Spinach Pies Unit 9/ H                      Lila's First Job Unit 9/ I                      Hats off to Henry! Unit 9/J</p>	<p><b>Lesson 31-34</b>                      Sight Words (part 1)                      Wild Colt Words                      Suffixes -ed, -ing, -less, -s                      Floss Rule</p> <p><b>Assessment Lesson 35</b></p>

**Week 9: October 3 - 7**



Assessment: Unit 2, Week 1 - "The Drum King" Graded Assessment		
Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Unit 2, Weeks 1 &amp; 2- Characters Facing Challenges</b>  <b>Essential Question: What can we learn when we face problems?</b>  <b>Reading:</b>  <b>Week 1</b>                      2.R.1.1 identify plot structure/describe story elements                      2.R.3.2a: Retell a text to enhance comprehension. Use main story elements in a logical sequence for a literary text.  <b>Week 2</b>                      2.R.1.2 identify/explain a theme                      2.R.1.3 identify different characters' perspectives                      2.R.3.2a- retell a text; use main story elements in a logical sequence  <b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing</p>	<p><b>Social Studies:</b>                      Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole.                       Use a map to locate the countries in North America                       S.S2.G.1.3                      SS.2.G.1.4</p>	<p>Theme / Message                      Perspective                      Passage</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>The Drum King</b>                      *What happens at the beginning of the story?                      *Which detail from the passage shows _ perspective about _?                      *Look at the picture Which best describes the character?                      *What is the message of this story?                      *Which two words best describe the character?</p>	<p><b>Response to Literature:</b>                      Narrative Writing - Students will take their information from the graphic organizer and create their first rough draft of their story. Using the same structure as the previous unit. (Topic - A character facing a problem and how they overcame that problem)   <b>Grammar:</b>                      Adverbs                      Common Nouns and Proper Nouns                       2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>Retell a Literary Text: Use Main Story Elements</li> <li>Identify and Explain Theme-Introduced</li> <li>Identify Different Characters' Perspectives-Introduced</li> <li>Identify Plot Structure and Describe Main Story Elements</li> <li>Identify and Use Word Relationships and Context Clues to Determine Meaning</li> </ul>	<p><b>Consumables:</b>                      Characters Facing Challenges                      Week 1:                      - The Foolish Milkmaid                      - The Daydreaming Sprinter                      - King Midas                      Week 2:                      - Yeh-Shen                      - Bee and Daisy</p> <p><b>Leveled Readers:</b>                      Stan's Trip Out West Unit 10/H                      Snow Cones in Space Unit 10/I                      The Blue Jays Build a Nest Unit 9/J</p>	<p><b>Lesson 36-39</b>                      Rule v-e                      Digraph oo                      Digraph ee                      Spelling with ck and k  <b>SPELLING TEST 4: Rule- Floss Rule</b></p>

**Week 10: October 10 - 14**

Assessment: Unit 2, Week 2 - “Across the River” Graded Assessment		
Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Unit 2, Weeks 2 &amp; 3- Characters Facing Challenges</b>  <b>Essential Question: What can we learn when we face problems?</b>  <b>Reading:</b>  <b>Week 2</b>                      2.R.1.2 identify/explain a theme                      2.R.1.3 identify different characters' perspectives                      2.R.3.2a- retell a text; use main story elements in a logical sequence                      2.R.3.1 identify and explain similes,, idioms, and alliteration  <b>Week 3</b>                      2.R.3.2a- retell a text; use main story elements in a logical sequence                      2.R.3.1 identify and explain similes,, idioms, and alliteration  <b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                      Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole.                      Use a map to locate the countries in North America                      S.S2.G.1.3                      SS.2.G.1.4</p>	Theme / Message Perspective Passage
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>Across the River</b>                      *What happened at the beginning of the story?                      *What is the _ perspective about _?                      *What is the message of the story? (Part B - Which detail supports your answer?)                      *Which two events from the plot does the picture show?</p>	<p><b>Response to Literature:</b>                      Narrative Writing - Students will peer review their narrative writings. Discuss expectations during this time.  <i>(Topic - A character facing a problem and how they overcame that problem)</i>  <b>Grammar:</b>                      Singular, Plural, and Irregular Plural Nouns                      2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>• Retell a Literary Text: Use Main Story Elements</li> <li>• Identify and Explain Theme-Introduced</li> <li>• Identify Different Characters' Perspectives-Introduced</li> <li>• Identify Plot Structure and Describe Main Story Elements</li> <li>• Identify and Use Word Relationships and Context Clues to Determine Meaning</li> </ul>	<p><b>Consumables:</b>                      Characters Facing Challenges                      Week 2:                      - Yeh-Shen                      - Bee and Daisy                      Week 3:                      - Great Girls' Contest                      - Firefly Tricks Spider                      - Since Hannah Moved Away (Poem)  <b>Leveled Readers:</b>                      The Pictures of My Grandfather Unit 6/H                      The Turtle and the Tiger Unit 6/K                      Gabriela Saves the Concert Unit 6/M</p>	<p><b>Lessons 41-44</b>                      Sight Words (part 2)                      Final Stable Syllable -ble                      Final Stable Syllables -dle, fle, etc                      Compound Words  <b>Assessment Lesson 45</b></p>
Week 11: October 18 - 21 (Mon.-Teacher Planning Day)		

<b>Assessment: Unit 2 Test - "Jewels and Salt" &amp; "Getting Along" Graded Assessment</b>		
<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Academic Vocabulary:</b>
<p style="text-align: center;"><b>Unit 2, Week 3- Characters Facing Challenges</b>  <b>Essential Question: What can we learn when we face problems?</b></p> <p><b>Reading:</b>                      2.R.1.2 identify/explain a theme                      2.R.1.3 identify different characters' perspectives                      2.R.3.2a- retell a text; use main story elements in a logical sequence                      2.R.3.1 identify and explain similes,, idioms, and alliteration</p> <p><b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science:</b>                      Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. (bats and owls)</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>SC.2.L.16.1                      SC.2.L.17.2</p>	Theme / Message Perspective Passage
<b>Question Stems:</b>	<b>Response to Literature/Writing Mini-Lesson/Grammar:</b>	
<p><b>Jewels &amp; Salt/Getting Along</b>                      *Which sentence best describes the character?                      *Look at the picture. Where is the character?                      *What does the character do after _? (Part B - Which detail from the passage supports your answer?)                      *Which part of the plot does the picture show?                      *How is the _ perspective different from the _?                      *What is the theme of the story?</p>	<p><b>Response to Literature:</b>                      Narrative Writing - Students will revise and complete their narrative writing about a character facing a problem and how they overcome them. Making sure they have a clear introduction, beginning, middle, and end. (Topic - A character facing a problem and how they overcame that problem)</p> <p><b>Grammar:</b>                      Singular, Plural, and Irregular Plural Nouns</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<b>Learning Goals:</b>	<b>Whole Group / Small Group Materials:</b>	<b>Saxon:</b>
<ul style="list-style-type: none"> <li>● Identify and Explain Theme</li> <li>● Identify Different Characters' Perspectives</li> <li>● Read a Poem: Identify and Explain Similes-Introduced</li> <li>● Identify and Use Word Relationships and Context Clues to Determine Meaning</li> </ul>	<p><b>Consumables:</b>                      Characters Facing Challenges                      - Great Girls' Contest                      - Firefly Tricks Spider                      - Since Hannah Moved Away (Poem)</p> <p><b>Leveled Readers:</b>                      Readers Theater:                      Deer and His Friends</p>	<p><b>Lesson 46-49</b>                      Spelling with ke and ve                      Vowel y                      Spelling the long e sound  <b>SPELLING TEST 5: Rule- vce</b></p>
<b>Week 12: October 24 - 28</b>		

<b>Assessment:</b> No Assessment		
<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Academic Vocabulary:</b>
<p style="text-align: center;"><b>Unit 3, Week 1 - Government at Work</b> <b>Essential Question: Why do we need a government?</b></p> <p><b>Reading:</b>                      2.R.1.1-Identify plot structure and main story elements                      2.R.1.3-Identify different characters' perspective                      2.R.2.1-Explain how text features contribute to the meaning of a text                      2.R.2.2-Identify Central Idea and Relevant Details                      2.R.3.2 a-Retell a text                      2.R.3.2b- Retell a text: use the central idea and relevant details</p> <p><b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science:</b>                      Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies. (bats and owls)</p> <p>Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.</p> <p>SC.2.L.16.1                      SC.2.L.17.2</p>	<p>Phrase                      Compare/ Contrast                      Different</p>
<b>Question Stems:</b>	<b>Response to Literature/Writing Mini-Lesson/Grammar:</b>	
<p><b>A Late-Night Ride</b>                      *What does the picture show?                      *How is character A different from character B?                      *What is character A's perspective of character B? (Part B - Which sentence supports the answer?)</p>	<p><b>Response to Literature:</b>                      Expository Writing - Introduce an expository writing. Discuss its similarities and differences to the narrative writing process. Introduce the graphic organizer for a nonfiction expository writing. Students will pick a government worker to write about and how they help our community and record their information into the organizers. (Topic- How do government workers help our community?)</p> <p><b>Grammar:</b>                      Pronouns                      Reflexive Pronouns</p> <p>2.C.1.1, 2.C.1.4, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<b>Learning Goals:</b>	<b>Whole Group / Small Group Materials:</b>	<b>Saxon:</b>
<ul style="list-style-type: none"> <li>● Identify Central Idea and Relevant Details</li> <li>● Retell an Informational Text: Use Central Idea and Relevant Details</li> <li>● Describe Main Story Elements</li> <li>● Identify Different Characters' Perspectives</li> </ul>	<p><b>Consumables:</b>                      Government at Work                      - Smokejumpers                      - Can You Sew a Flag, Betsy Ross?                      - Vote for Lulu</p> <p><b>Leveled Readers:</b>                      Reader Theater: Max and the Syllable Monsters</p>	<p><b>Lesson 51-54</b>                      Digraph ng, ph, ea                      Sight Words (Part 3)  <b>Assessment Lesson 55</b></p>
<b>Week 13: October 31 - November 4</b>		
<b>Assessment:</b> Unit 3, Week 1 - "A Late-Night Ride" <b>Graded Assessment</b>		

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p align="center"><b>Unit 3, Weeks 1 &amp; 2- Government at Work</b>  <b>Essential Question: Why do we need a government?</b></p> <p><b>Week 1</b>                      2.R.1.1-Identify plot structure and main story elements                      2.R.1.3-Identify different characters' perspective                      2.R.2.1-Explain how text features contribute to the meaning of a text                      2.R.2.2-Identify Central Idea and Relevant Details</p> <p><b>Week 2</b>                      2.R.2.2-Identify the central idea and relevant details                      2.R.3.2b-Retell a text: use the central idea and relevant details                      2.R.3.3-Compare/contrast important details presented by two texts on the same topic or theme</p> <p><b>Vocabulary:</b>                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                      Explore ways the daily life of people living in Colonial America changed over time.</p> <p>Explain why people form governments</p> <p>Explain the consequences of an absence of rules and laws</p> <p>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</p> <p>Recognize symbols, individuals, events, and documents that represent the United States</p> <p>SS.2.C.3.1 SS.2.C.1.1 SS.2.C.1.2 SS.2.A.2.4 SS.2.C.3.2</p>	<p>Text Features                      Central Idea                      Context Clues                      Compare /Contrast</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>A Late-Night Ride</b>                      *What does the picture show?                      *How is character A different from character B?                      *What is character A's perspective of character B? (Part B - Which sentence supports the answer?)</p>	<p><b>Response to Literature:</b>                      Expository Writing - Students will transfer information from their organizers to their first draft of a structured essay. They will use this week to add details and academic vocabulary from literature. Making sure the flow of their essay makes sense. (Topic- How do government workers help our community?)</p> <p><b>Grammar:</b>                      Pronouns                      Reflexive Pronouns</p> <p>2.C.1.1, 2.C.1.4, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>Identify Central Idea and Relevant Details</li> <li>Retell an Informational Text: Use Central Idea and Relevant Details</li> <li>Describe Main Story Elements</li> <li>Identify Different Characters' Perspectives</li> </ul>	<p><b>Consumables:</b> Government at Work</p> <p>Week 1:                      - Smokejumpers                      - Can You Sew a Flag, Betsy Ross?                      - Vote for Lulu</p> <p><b>Leveled Readers:</b>                      -Being a Good Citizen Unit 3/K                      -How to Help Your Community Unit 3/I</p> <p>Week 2:                      - Our Government's Laws                      - Community Workers</p> <p>-The Life of a Cop Unit 3/L</p>	<p><b>Lesson 56-59</b>                      Ghost Letter Digraphs gn, kn, wr                      Diphthong/Digraph ou                      Diphthong/Digraph ow                      Suffixes -er, -est, -y  <b>SPELLING TEST 6: Rule- CK and final k</b></p>
Week 14: November 7 - 11 (Fri.-No School)		
<p align="center"><b>Assessment:</b> Unit 3, Week 2 - "Keeping Our Country Clean" and "Cleaner School Buses" <b>Graded Assessment</b></p>		

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p align="center"><b>Unit 3, Week 2- Government at Work</b>  <b>Essential Question: Why do we need a government?</b></p> <p><b>Reading:</b>                      2.R.2.2-Identify the central idea and relevant details                      2.R.3.2b-Retell a text: use the central idea and relevant details                      2.R.3.3-Compare/contrast important details presented by two texts on the same topic or theme</p> <p><b>Vocabulary:</b>                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                      Identify ways citizens can make a positive contribution in their community.                       Explain the consequences of an absence of rules and laws                       Evaluate the contributions of various African Americans, Hispanics, Native Americans, Veterans, and Women.</p> <p>SS.2.C.2.4                      SS.2.C.2.1                      SS.2.C.1.2</p>	<p>Text Features                      Central Idea                      Context Clue                      Compare/ Contrast</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>Keeping Our Country Clean/Cleaner School Buses</b>                      *What is the passage mostly about?                      *How are passage A and passage B alike?                      *How are passage A and passage B different?</p>	<p><b>Response to Literature:</b>                      Expository Writing - Students will peer review their essays. Students will then read and revise their essay according to peer and teacher edits. (<i>Topic- How do government workers help our community?</i>)</p> <p><b>Grammar:</b>                      Using Apostrophes to make Contractions</p> <p>2.C.1.1, 2.C.1.4, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>Identify Central Idea and Relevant Details</li> <li>Retell an Informational Text: Use Central Idea and Relevant Details</li> <li>Compare and Contrast Important Details in Two Texts on the Same Topic</li> </ul>	<p><b>Consumables:</b>                      Government at Work                      - Our Government's Laws                      - Community Workers</p> <p><b>Leveled Readers:</b>                      Paul Revere's Ride Unit 3/J                      The Job of the President Unit 3/L                      What Does the Mayor Do? Unit 3/ M</p>	<p><b>Lessons 61-64</b>                      Digraph ai and ay                      C that sounds like S                      Sight Words (Part 4)  <b>Assessment: Lesson 65</b></p>

**Week 15: November 14 - 18**

**Assessment:** No Assessment

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
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Second Grade ELA Curriculum Pacing Guide

<p><b>Unit 3, Week 3- Government at Work</b>  <b>Essential Question: Why do we need a government?</b>  <b>Reading:</b>                  2.R.2.2-Identify the central idea and relevant details                  2.R.3.2b-Retell a text: use the central idea and relevant details                  2.R.3.3-Compare/contrast important details presented by two texts on the same topic or theme  <b>Vocabulary:</b>                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                  Explore ways the daily life of people living in Colonial America changed over time.                  Explain why people form governments                  Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.                  SS.2.C.3.1                  SS.2.C.1.1                  SS.2.A.2.4</p>	<p>Text Features                  Central Idea                  Context Clue                  Compare/ Contrast</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p>*What is the passage mostly about?                  *What details support the central idea?</p>	<p><b>Response to Literature:</b>                  Expository Writing - Students will finalize their expository writing. Making sure their information is clearly connected with transition words. (<i>Topic- How do government workers help our community?</i>)  <b>Grammar:</b>                  Using Apostrophes to make Contractions                  2.C.1.1, 2.C.1.4, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>Describe Main Story Elements</li> <li>Identify Different Characters' Perspectives</li> <li>Identify Rhyme Schemes in Poem</li> </ul>	<p><b>Consumables:</b>                  Government at Work                  - Getting a Message to General Washington                  - The President's House                  - Words Like Freedom (Poem)  <b>Leveled Readers:</b>                  A Family Meal Unit 4/ I                  I am Colombian Unit 7/ K                  Sitting Bull Unit 7/ L</p>	<p><b>Lessons 66-69</b>                  The Rule vc/cvc/cv                  Final Stable Syllables                  Diphthongs oi and oy                  Suffixes -let, -ly  <b>SPELLING TEST 7: Rule- Final Stable Syllables</b></p>

**Week 16: November 28 - December 2**

**Assessment:** Unit 4, Week 1 - "Why Possum's Tail is Bare" **Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 4, Week 1- Many Characters, Many Points of View</b>  <b>Essential Question: How can a story change depending on who tells it?</b>  <b>Reading:</b></p>	<p><b>Science:</b>                  Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.</p>	<p>Perspective                  Alliteration                  Similes</p>

Second Grade ELA Curriculum Pacing Guide

<p>2.R.1.1-Identify plot structure and main story elements                  2.R.1.2-Identify/explain a theme                  2.R.1.3-Identify different characters/ perspectives                  2.R.3.1-Identify and explain similes, idioms, and alliteration                  2.R.3.2 a.-Retell a text</p> <p><b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p>Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and idea on inferences (what you think)</p> <p>Explain how science along and in groups are always investigating new ways to solve problems.</p> <p>SC.2.N.1.2                  SC.2.N.1.5                  SC.2.N.1.6</p>	<p>Idioms                  Theme</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Why Possum's Tail Is Bare</b>                  *Which sentence best describes the character?                  *Which event happens in the middle of the story?                  *In paragraph __, how is character A's perspective different from character B?                  *What is the message of the story?</p>	<p><b>Response to Literature:</b>                  Argumentative Writing - Students will pick a character and their perspective from the story to support in their writing. Discuss how students need to provide details and their opinion to support why their characters' perspectives are correct. Use a graphic organizer to help students structure their details. <i>(Topic - choose a character's perspective from a story and provide details and opinions to support why they are correct)</i></p> <p><b>Grammar:</b>                  Complex and Simple Sentences</p> <p>2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>● Identify Plot Structure and Describe Main Story Elements</li> <li>● Retell a Literary Text: Use Main Story Elements</li> <li>● Identify Different Characters' Perspectives</li> <li>● Identify and Explain Theme</li> <li>● Identify and Explain Similes, Idioms, and Alliteration</li> </ul>	<p><b>Consumables:</b>                  Many Characters, Many Points of View</p> <ul style="list-style-type: none"> <li>- The Blind Men and the Elephant</li> <li>- How the Beetle Got Its Gorgeous Coat</li> <li>- Fox Makes Friends</li> </ul> <p><b>Leveled Readers:</b>                  Christina Makes a Promise Unit 4/ J                  Tillie and Millie Go Camping Unit 4/K                  Alice's Trial Unit 4/L</p>	<p><b>Lessons 71-74</b>                  Trigraph igh and tch                  Suffixes -en, -ish, -ist                  Sight Words (Part 5)  <b>Assessment Lesson 75</b></p>
<p><b>Week 17: December 5 - 9</b></p>		
<p><b>Assessment: Unit 4, Week 2 - "The Turtle Who Talked Too Much" Graded Assessment</b></p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 4, Week 2- Many Characters, Many Points of View</b>  <b>Essential Question: How can a story change depending on who tells it?</b>  <b>Reading:</b>                  2.R.1.1-Identify plot structure/describe main story elements                  2.R.1.2-Identify/Explain a theme</p>	<p><b>Science:</b>                  Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.</p> <p>Distinguish between empirical observation (what you see, hear, feel,</p>	<p>Perspective                  Alliteration                  Similes                  Idioms                  Theme</p>



Second Grade ELA Curriculum Pacing Guide

<p>2.R.1.3-Identify different characters' perspectives 2.R.3.1-Identify and explain similes, idioms, and alliteration 2.R.3.2a-Retell a text</p> <p><b>Vocabulary:</b> 2.V.1.1-Recognize/use academic vocabulary in speaking and writing 2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p>smell, or taste) and idea on inferences (what you think)</p> <p>Explain how science along and in groups are always investigating new ways to solve problems.</p> <p>SC.2.N.1.2 SC.2.N.1.5 SC.2.N.1.6</p>	<p>Problem Introduced</p>
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<b>Question Stems:</b>	<b>Response to Literature/Writing Mini-Lesson/Grammar:</b>
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<p><b>The Turtle Who Talked to Much</b></p> <p>*When is the character introduced in the story? *How is character A's perspective different from character B's at the beginning of the story? *What actions show character A's perspective on character B's problem? *What is the message of the story? *How does the character feel at the end of the story? (Part B - Which sentence supports your answer?) *When does the character try to solve the problem during the story?</p>	<p><b>Response to Literature:</b> Argumentative Writing - Students will peer review their essays. Students will then read and revise their essay according to peer and teacher edits. They will add transition words to make the flow of their essay make sense (<i>Topic - choose a character's perspective from a story and provide details and opinions to support why they are correct</i>)</p> <p><b>Grammar:</b> Complex and Simple Sentences</p> <p>2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>
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<b>Learning Goals:</b>	<b>Whole Group / Small Group Materials:</b>	<b>Saxon:</b>
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<ul style="list-style-type: none"> <li>● Identify Plot Structure and Describe Main Story Elements</li> <li>● Retell a Literary Text: Use Main Story Elements</li> <li>● Identify Different Characters' Perspectives</li> <li>● Identify and Explain Theme</li> <li>● Identify and Explain Similes, Idioms, and Alliteration</li> </ul>	<p><b>Consumables:</b> Many Characters, Many Points of View</p> <ul style="list-style-type: none"> <li>- Stone Soup</li> <li>- Fearless Jess</li> </ul> <p><b>Leveled Readers:</b> <b>Readers Theater</b> The Grass is Always Greener and Let the Sleeping Dog Lie</p>	<p><b>Lessons 76-79</b> G that sounds like j Trigraph dge Spelling with dge and ge Spelling with ch and tch <b>SPELLING TEST 8: Rule- Final ke and ve</b></p>
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**Week 18: December 12 - 16**

**Assessment: Unit 4 Test - "How Porcupine Got His Quills" and "The Story of Lightning and Thunder" Graded Assessment**

<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Academic Vocabulary:</b>
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<p style="text-align: center;"><b>Unit 4, Week 3- Many Characters, Many Points of View</b></p> <p style="text-align: center;"><b>Essential Question: How can a story change depending on who tells it?</b></p> <p><b>Reading:</b> 2.R.1.1-Identify plot structure/describe main story elements 2.R.1.2-Identify/Explain a theme 2.R.1.3-Identify different characters' perspectives similes, idioms, and alliteration</p>	<p><b>Social Studies:</b> Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole.</p> <p>Use a map to locate the countries in North America</p> <p>S.S2.G.1.3</p>	<p>Perspective Alliteration Similes Idioms Theme Problem Reveal</p>
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Second Grade ELA Curriculum Pacing Guide

<p>2.R.3.1-Identify and explain                  2.R.3.2a-Retell a text                  2.R.3.3-Compare/Contrast important details presented by two texts on the same topic or theme  <b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p>SS.2.G.1.4</p>	<p>Compare/                  Contrast</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>How Porcupine Got His Quills/The Story of Lightning and Thunder</b>                  *Which sentence describes the character at the beginning of the story?                  *Which sentence shows the character's perspective?                  *How do the character's feelings change by the end of the story?                  *What does paragraph _ reveal about the plot?                  *What is the message of the story?                  *How did the character feel about _?                  *When is the problem of the story introduced?                  *Think about the two passages, passage A and passage B. Choose two ways the themes of the passages are alike.</p>	<p><b>Response to Literature:</b>                  Argumentative Writing - Students will finalize their argumentative writing using editing notes. They will create their final draft using reasons and opinions supported by details from the text, transitions and a clear conclusion. <i>(Topic - choose a character's perspective from a story and provide details and opinions to support why they are correct)</i></p> <p><b>Grammar:</b>                  Compound Words</p> <p>2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>Identify Different Characters' Perspectives</li> <li>Identify and Explain Similes, Idioms, and Alliteration</li> <li>Compare and Contrast Important Details in Two Texts on the Same Theme</li> <li>Identify Rhyme Schemes in Poems</li> </ul>	<p><b>Consumables:</b>                  Many Characters, Many Points of View</p> <ul style="list-style-type: none"> <li>The Stone Garden</li> <li>Far From Home</li> <li>Read to Me (Poem)</li> </ul> <p><b>Leveled Readers:</b></p> <ul style="list-style-type: none"> <li>Three Phases of Rain Unit 4/H</li> <li>The Great Hunger Unit 4/ M</li> <li>The Mystery Pencil Unit 4/ N</li> </ul>	<p><b>Lesson 81 (2 days)</b>                  The Rule v.cv  <b>Lesson 82 (2 days)</b>                  Suffixes -ful, -ness  <b>Lesson 84</b>                  (1day- sight words- Part 6)</p>
<p><b>Week 19: December 19 - 23</b></p>		
<p><b>Assessment:</b> No Assessment</p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Holidays</b></p> <p><b>Reading:</b>                  2.R.1.1-Identify plot structure/describe main story elements                  2.R.1.2-Identify/Explain a theme                  2.R.1.3-Identify different characters' perspectives similes, idioms, and alliteration                  2.R.3.1-Identify and explain                  2.R.3.2a-Retell a text</p>	<p><b>Social Studies:</b>                  Label on a map or globe the continents, oceans, Equator, Prime Meridian, North Pole, and South Pole.</p> <p>Use a map to locate the countries in North America</p> <p>S.S.2.G.1.3                  SS.2.G.1.4</p>	<p>Perspective                  Alliteration                  Similes                  Idioms                  Theme                  Problem                  Reveal                  Compare/Contrast</p>

Second Grade ELA Curriculum Pacing Guide

<p>2.R.3.3-Compare/Contrast important details presented by two texts on the same topic or theme</p> <p><b>Vocabulary:</b> 2.V.1.1 recognize/use academic vocab in speaking and writing</p>		
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p>*Which sentence describes the character at the beginning of the story? *Which sentence shows the character's perspective? *How do the character's feelings change by the end of the story? *What does paragraph _ reveal about the plot? *What is the message of the story?</p>	<p><b>Readers Theater Writing:</b> Who was your favorite character and why? How do you relate to them personally?</p> <p><b>Grammar:</b> Compound Words</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>Identify Different Characters' Perspectives</li> <li>Identify and Explain Similes, Idioms, and Alliteration</li> <li>Compare and Contrast Important Details in Two Texts on the Same Theme</li> <li>Identify Rhyme Schemes in Poems</li> </ul>	<p><b>Consumables:</b></p> <p><b>Leveled Readers:</b> Matthew Henson in the North Pole Unit 7 - Readers Theater</p>	<p><b>Saxon Lesson 83 (2 days)</b> Final Stable Syllable- tion <b>Assessment Lesson 85</b></p>

<p><b>Week 20: January 9 - 13 (Mon.-Teacher Planning Day)</b></p>		
<p><b>Assessment:</b> Unit 5, Week 1 - "Inventor Dominic Wilcox" <b>Graded Assessment</b></p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 5 , Week 1 - Solving Problems Through Technology</b> <b>Essential Question: Where do ideas for inventions come from?</b> <b>Reading:</b> 2.R.2.1-Explain how text features contribute to the meaning of text 2.R.2.2-Identify the central idea and relevant details 2.R.3.2b-Retell a text: use the central idea and relevant details</p> <p><b>Vocabulary:</b></p>	<p><b>Science and Social Studies:</b> Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.  Compare the observations made by different groups using the same tool</p>	<p>Central Idea Paragraph Inventor Author's Purpose Text Features Headings</p>

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<p>2.V.1.1-Recognize/use academic vocab in speaking and writing 2.V.1.3-Identify and use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p>Explain how particular scientific investigation should yield similar conclusion when repeated</p> <p>SC.2.N.1.2 SC.2.N.1.4 SS. 2.A.1.2</p>	
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Inventor Dominic Wilcox</b> *Which sentence tells the central idea of the passage? *Why did the author write this passage? *How does the illustration add new information that is not included in the passage?</p>	<p><b>Response to Literature:</b> Argumentative Writing - Students will brainstorm different technologies and pick their favorite one. They will then fill in the graphic organizer with information and opinions to help argue that it is the best piece of technology. (Topic- _____ is the best technology because _____.)</p> <p><b>Grammar:</b> Past Tense Verbs Irregular Past Tense Verbs</p> <p>2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>Identify Central Idea and Relevant Details</li> <li>Identify Author's Purpose in a Text</li> <li>Explain How Text Features Contribute to Meaning</li> <li>Retell: Use Central Idea and Relevant Details</li> </ul>	<p><b>Consumables:</b> Solving Problems through Technology - A Woman with Vision - A Lucky Accident - A Cool Solution</p> <p><b>Leveled Readers:</b> From Bell to Cell Unit 5/ J Our School Garden Unit 5/ K Life with Type 1 Diabetes Unit 5/ M</p>	<p><b>Lessons 86 (2 days)</b> Digraph oa, oa <b>Lesson 87 (2 days)</b>  Review of Dipthongs</p>

**Week 21: January 16 - 20**

**Assessment: Unit 5, Week 2 - "Clean Water" Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 5 , Week 2 - Solving Problems Through Technology</b> <b>Essential Question: Where do ideas for inventions come from?</b> <b>Reading:</b> 2.R.2.2-Identify central idea and relevant 2.R.3.2b-Retell a text:use the central and relevant details 2.R.2.3-Explain an author's purpose 2.R.2.1-Explain how text features contribute to the meaning of text</p>	<p><b>Science and Social Studies:</b> Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.  Compare the observations made by different groups using the same tool</p>	<p>Central Idea Paragraph Inventor Author's Purpose Text Features Headings Supports</p>

Second Grade ELA Curriculum Pacing Guide

<p><b>Vocabulary:</b>                  2.V.1.1-Use grade level academic vocabulary appropriately in speaking and writing                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine a meaning</p>	<p>Explain how particular scientific investigation should yield similar conclusion when repeated                  Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.                   SC.2.N.1.2 SC.2.N.1.4 SS. 2.A.1.2 SS.2.C.2.5</p>	
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Clean Water</b>                  *Why did the author write the passage?                  *What information does the picture add to the passage?                  *What is the central idea of the passage? (Part B - Which sentence from the passage supports your answer?)                  *What is paragraph _ mostly about? (Part B - Which sentence from the passage supports your answer?)</p>	<p><b>Response to Literature:</b>                  Argumentative Writing -Students will add details and supporting evidence to their opinion on which technology is the best. They will peer to peer review each other writings. (Topic- _____ is the best technology because _____.)   <b>Grammar:</b>                  Past Tense Verbs                  Irregular Past Tense Verbs                   2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Identify Central Idea and Relevant Details</li> <li>• Explain an Author's Purpose in a Text</li> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Retell: Use Central Idea and Relevant Details</li> </ul>	<p><b>Consumables:</b>                  Solving Problems through Technology                  - Two Famous Inventors                  - Satellites   <b>Leveled Readers:</b>                  Technology in Our Homes Unit 5/ H                  Forecasting the Weather Unit 5/ L                  Science Tools Unit 5/ N</p>	<p><b>Lessons 88 (2 days)</b>                  Digraph au  <b>Lesson 89 (2 days)</b>                  Digraph aw   <b>SPELLING TEST 9: Rule- spelling with long e</b></p>

**Week 22: January 23 - 27**

**Assessment:** Unit 5 Test - "Louis Braille" and "Don McPherson's Special Glasses" #'s **Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 5 , Week 3 - Solving Problems Through Technology</b>  <b>Essential Question: Where do ideas for inventions come from?</b>  <b>Reading:</b>                  2.R.2.3-Explain an author's purpose                  2.R.3.2b-Retell a text: use the central idea and relevant details                  2.R.3.3-Compare/contrast important details presented by two texts on the same topic or theme                  2.R.1.4-Identify rhyme schemes in poems</p>	<p><b>Science and Social Studies:</b>                  Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.                   Compare the observations made by different groups using the same tool                   Explain how particular scientific investigation should yield similar conclusion when repeated</p>	<p>Central Idea                  Paragraph                  Inventor                  Author's Purpose                  Text Features                  Headings                  Supports                  Right After</p>

Second Grade ELA Curriculum Pacing Guide

<p><b>Vocabulary:</b> 2.V.1.1-Recognize/use academic vocab in speaking and writing</p>	<p>Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.</p> <p>SC.2.N.1.2    SC.2.N.1.4    SS. 2.A.1.2    SS.2.C.2.5</p>	
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Louis Braille/Don McPherson's Special Glasses</b> *Why did the author write this passage? *What is this passage mostly about? (Part B - Which sentence from this passage supports your answers?) *How does the picture add to the passage? *Why did the inventor invent the _? (Part B - Which sentence from the passage supports your answer?) *What happens soon after _ inverter invented the _? *What is the central idea of paragraph _? (Part B - Which sentence supports your answer?) *What happens soon after _?</p>	<p><b>Response to Literature:</b> Argumentative Writing - Students will revise and finalize their writing based on their edits. They will check that their writing has transition words, details supporting their opinion and good handwriting. (<i>Topic- _____ is the best technology because _____.</i>)</p> <p><b>Grammar:</b> Simple, compound, and complex Sentences</p> <p>2.C.1.1, 2.C.1.3, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<p><b>Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Explain an Author's Purpose in a Text</li> <li>• Compare and Contrast Important Details in Two Texts on the Same Topic</li> <li>• Identify Rhyme Schemes in Poems</li> </ul>	<p><b>Consumables:</b> Solving Problems through Technology</p> <ul style="list-style-type: none"> <li>- Robots Go to School</li> <li>- Music for Joy</li> <li>- Elelephony (Poem)</li> </ul> <p><b>Leveled Readers:</b> -What do Paintings Tell us Unit 7/H -All About Diaries Unit 7/ L -Reading Map Unit 7/N</p>	<p><b>Lessons 91-94</b> The Rule cv/v A before L Sight Words (Part 7) <b>Assessment Lesson 95</b></p>
<p><b>Week 23: January 30 - February 3</b></p>		
<p><b>Assessment: Unit 6, Week 1 - "The Blind Men and the Elephant" Graded Assessment</b></p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 6, Week 1 - Tales to Live By</b> <b>Essential Question: What can different cultures teach us?</b> <b>Reading:</b> 2.R.1.1-Identify plot structure/describe main story elements 2.R.1.2-Identify/explain a theme 2.R.1.3 -Identify different characters' perspectives 2.R.3.2a-Retell a text: use main story elements in logical sequence</p> <p><b>Vocabulary:</b></p>	<p>Identify ways citizens have guaranteed rights and identify rights</p> <p>SS.2.C.3.1</p>	<p>Theme Setting Perspective Story Structure Compare/Contrast Simile</p>

Second Grade ELA Curriculum Pacing Guide

<p>2.V.1.1-Recognize/use academic vocabulary in speaking and writing 2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>		
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>The Blind Men and the Elephant</b> *What is the theme of the story? *Which detail describes the setting of the story? *Why are the perspectives of the characters different?</p>	<p><b>Response to Literature:</b> Fictional Narrative - Students will write about what they would do if they were president. They will brainstorm their ideas into an introduction, three body paragraphs, and a conclusion. You could use a graphic organizer as a starting point. (<i>Topic- Who you would be as a president, why they should vote for you, what you would do as president.</i>)</p> <p><b>Grammar:</b> Simple, compound, and complex Sentences  2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>● Retell a Literary Text: Use Main Story Elements</li> <li>● Identify and Explain a Theme</li> <li>● Identify Different Characters' Perspectives</li> <li>● Describe Main Story Elements</li> </ul>	<p><b>Consumables:</b> Tales to Live By - Village of the Moon Rain - The Huemul Egg - Hansel and Gretel</p> <p><b>Leveled Readers:</b> Riding Into the Future Unit 5/ J Don Quijote and the Windmills Unit 6/ L Honorable Minu: The West African Folktale Unit 6/L</p>	<p><b>Lessons 96-99</b> A after w or qu The Rules vc/ccv vcc/cv Spelling with final C Sight Words (Part 8) <b>SPELLING TEST 10: Rule- Final s</b></p>

<p><b>Week 24: February 6 - 20</b></p>		
<p><b>Assessment: Unit 6, Week 2 - "Hot Coyote" Graded Assessment</b></p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 6, Week 2 - Tales to Live By</b> <b>Essential Question: What can different cultures teach us?</b> <b>Reading:</b> 2.R.1.1-Identify plot structure/describe main story elements 2.R.3.2a-Retell a text: use main story elements in logical sequence 2.R.1.3-Identify different characters' perspectives  <b>Vocabulary:</b></p>	<p><b>Social Studies:</b> Identify ways citizens have guaranteed rights and identify rights  SS.2.C.3.1</p>	<p>Theme Setting Perspective Story Structure Compare/Contrast</p>

Second Grade ELA Curriculum Pacing Guide

<p>2.V.1.1-Recognize/use academic vocabulary in speaking and writing 2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>		
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Hot Coyote</b> *What is the message of the story? (Part B - Which sentence from the passage supports your answer?) *Look at the picture. Which sentence describes the character? *Which two sentences from the passage show that the perspectives of character A and character B are different?</p>	<p><b>Response to Literature:</b> Fictional Narrative - Students will take their graphic organizer and write their first copy of their essay. They can peer review and edit their essays accordingly. (Topic- Who you would be as a president, why they should vote for you, what you would do as president. )</p> <p><b>Grammar:</b> Commas in a Series</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>Retell a Literary Text: Use Main Story Elements</li> <li>Identify and Explain a Theme</li> <li>Identify Different Characters' Perspectives</li> <li>Describe Main Story Elements</li> </ul>	<p><b>Consumables:</b> Tales to Live By - A Foxy Garden - Stone Soup</p> <p><b>Leveled Readers:</b> Readers Theater: The Boy Who Cried Wolf</p>	<p><b>Lessons 101-104</b> Final Stable Syllable- sion Digraph ew Doubling Rule Sight Words (Part 8) <b>Assessment Lesson 105</b></p>

**Week 25: February 13 - 17**

**Assessment:** Unit 6 Test - "Why the Sun and Moon Live in the Sky" and "Over There and Home Again" **Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 6, Week 3 - Tales to Live By</b> <b>Essential Question: What can different cultures teach us?</b> <b>Reading:</b> 2.R.1.1-Identify plot structure/describe main story elements 2.R.3.2a-Retell a text: use main story elements in logical sequence 2.R.1.2-Identify/explain a theme 2.R.3.1-Identify and explain similes, idioms, and alliteration</p> <p><b>Vocabulary:</b> 2.V.1.1-Recognize/use academic vocabulary in speaking and writing</p>	<p><b>Social Studies:</b> Identify ways citizens have guaranteed rights and identify rights</p> <p>SS.2.C.3.1</p>	<p>Theme Setting Perspective Story Structure Compare/Contrast Event Text Features (Photos evidence)</p>



Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>Why the Sun and Moon Live in the Sky/Over There and Again</b>                      *What is the theme of the story? (Part B - What sentence from the passage supports your answer?)                      *Which event does the picture show?                      *What does the picture show about the character?                      *How is character A's perspective different from character B? (Two answers)                      *What is the theme of the story? (Part B - What sentence supports your answer?)                      *Look at the picture. Which sentence describes the setting?                      *Look at the picture. Which sentence describes the character?</p>	<p><b>Response to Literature:</b>                      Fictional Narrative - Students will finalize the structure. Make sure it starts with an introduction, 3 good body paragraphs, and a conclusion. Students can present their essays to their class once they are done. (Topic- <i>Who you would be as a president, why they should vote for you, what you would do as president.</i>)</p> <p><b>Grammar:</b>                      Commas in a Series</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>Identify and Explain a Theme</li> <li>Describe Main Story Elements</li> <li>Identify and Explain Alliteration</li> </ul>	<p><b>Consumables:</b>                      Tales to Live By</p> <ul style="list-style-type: none"> <li>Why the Sky is Far Away</li> <li>The Legend of the Talking Feather</li> <li>Be Glad Your Nose is on Your Face (Poem)</li> </ul> <p><b>Leveled Readers:</b>                      The Treasure of the Cenote Unit 7/ H                      Fairies and Dragons Unit 7/J                      The Storm Chaser Unit 8/ M</p>	<p><b>Lessons 106-109</b>                      Digraph ey and ue                      Suffixes -es, -ous  <b>SPELLING TEST 11: Rule- Spelling with j and g</b></p>

**Week 26: February 20 - 24 (Mon. No School)**

**Assessment:** Unit 7, Week 1 - "A Day to Remember" **Graded Assessment**

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Unit 7, Week 1 - Investigating the Past</b>  <b>Essential Question: How does understanding the past shape the future?</b>  <b>Reading:</b>                      2.R.2.1-Explain how text features contribute to the meaning of text                      2.R.2.2-Identify the central idea and relevant details                      2.R.3.2b-Retell a text:use the central idea and relevant details</p> <p><b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing                      2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                      Examine primary and secondary sources (artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books)</p> <p>SS.2.A.1.1</p>	<p>Central Idea                      Text features (captions)</p>

Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	
<p><b>A Day to Remember</b>                  *What is the passage mostly about?                  *How does the picture add to the passage?                  *What does the caption under the picture best help the reader understand?</p>	<p><b>Response to Literature:</b>                  Fictional Diary Entry/Letter - Introduce a diary entry/letter writing. Discuss the elements in a diary/letter and the similarities to a narrative writing piece. Introduce the graphic organizer for a diary entry/letter. Students will choose an inventor and an entry/letter to them about their invention. <i>(Topic - What inventor created the best invention that you use everyday?)</i></p> <p><b>Grammar:</b>                  Commas in Letters, Greetings and Closings</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
Learning Goals:	Whole Group / Small Group Materials:	Saxon:
<ul style="list-style-type: none"> <li>Identify Central Idea and Relevant Details</li> <li>Explain How Text Features Contribute to Meaning</li> <li>Retell an Informational Text: Use Central Idea and Relevant Details</li> </ul>	<p><b>Consumables:</b>                  Investigating the Past                  - The Oregon Trail                  - Ranch Flyer                  - The Baseball</p> <p><b>Leveled Readers:</b>                  Florida in the World Unit 7                  George Washington Carver Unit 9/ L                  Two Great Writers Unit 7</p>	<p><b>Lessons 111-114</b>                  The Rule v/cv with e, o, and u                  The Rule v/cv with a and i                  Final Stable Syllables -cious, -tious  <b>Assessment Lesson 115</b></p>

**Week 27: February 27 - March 3**

**Assessment:** Unit 7, Week 2 - "A Fisherman's Surprise" **Graded Assessment**

Benchmarks Covered:	Science/Social Studies:	Academic Vocabulary:
<p><b>Unit 7, Week 2 - Investigating the Past</b>  <b>Essential Question: How does understanding the past shape the future?</b>  <b>Reading:</b>                  2.R.2.1-Explain how text features contribute to the meaning of text                  2.R.2.2-Identify the central idea and relevant details                  2.R.3.2b-Retell a text: use the central idea and relevant details</p> <p><b>Vocabulary:</b>                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                  Examine primary and secondary sources (artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books)</p> <p>Describe the impact of immigrants on the Native Americans</p> <p>SS.2.A.1.1                  SS.2.A.2.2</p>	<p>Central Idea                  Text features (captions, headings)                  Section = Headings                  Suggests</p>
Question Stems:	Response to Literature/Writing Mini-Lesson/Grammar:	

<p><b>A Fisherman's Surprise</b>                  *What is the passage mostly about? (Part B - Which sentence supports your answer?)                  *What can the reader learn from the picture?                  *Which section (Heading) of the passage tells _ ?                  *What information does the picture show?                  *In which section (Heading) of the passage can the reader find out _?</p>	<p><b>Response to Literature:</b>                  Fictional Diary Entry/Letter - Students will take their information from the graphic organizer and create their first rough draft of their entry/letter. (Topic - What inventor created the best invention that you use everyday?)</p> <p><b>Grammar:</b>                  Commas in Letters, Greetings and Closings</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>Identify Central Idea and Relevant Details</li> <li>Explain How Text Features Contribute to Meaning</li> </ul>	<p><b>Consumables:</b>                  Investigating the Past                  - Primary Sources                  - Sacagawea</p> <p><b>Leveled Readers:</b>                  Petroleum Unit 8/J                  The Sonoran Desert Unit 8/K                  Pico De Orizaba Unit 8</p>	<p><b>Lessons 116-119</b>                  Final Stable Syllables -ci, si, ti                  Digraphs ei, ie                  Quadrigraph eigh                  Rule v/ccv  <b>SPELLING TEST 12: Rule- Spelling with dge &amp; ge</b></p>

<p><b>Week 28: March 6 - 10</b></p>		
<p><b>Assessment:</b> No Assessment</p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 7, Week 3 - Investigating the Past</b>  <b>Essential Question: How does understanding the past shape the future?</b>  <b>Reading:</b>                  2.R.2.1-Explain how text features contribute to the meaning of text                  2.R.2.2-Identify the central idea and relevant details                  2.R.3.1-Identify and explain similes, idioms, and alliteration                  2.R.3.2b-Retell a text: use the central idea and relevant details  <b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.2-Identify/use base words and affixes to determine meaning                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                  Examine primary and secondary sources (artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books)</p> <p>SS.2.A.1.1</p>	<p>Central Idea                  Chart Reading                  Text features (captions, headings)                  Section = Headings                  Suggests</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	

Second Grade ELA Curriculum Pacing Guide

<p><b>Women Service Airforce Pilots</b>                  *What is the passage mostly about? (Part B - Which sentence from the passage best supports your answer?)                  *Look at the chart. What was the main main reason for _?                  *Which section (Heading) tells _?                  *What problem led to _? (Part B - Which sentence from the passage supports your answer?)</p>	<p><b>Response to Literature:</b>                  Fictional Diary Entry/Letter - Students will take their entry/letter and add details. Students will then revise and edit their entry/letter utilizing peer to peer editing and feedback. (Topic - What inventor created the best invention that you use everyday?)</p> <p><b>Grammar:</b>                  Collective Nouns</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Retell an Informational Text: Use Central Idea and Relevant Details</li> <li>• Identify and Explain Similes</li> </ul>	<p><b>Consumables:</b>                  Investigating the Past                  - A Dinosaur Named SUE                  - The History Lady                  - Crazy Boys (Poem)</p> <p><b>Leveled Readers:</b>                  Readers Theater: Our New Home</p>	<p><b>Lesson 121 (2 days)</b>                  Dropping Rule  <b>Lesson 122 (3 days)</b>                  Long multi-syllable words</p>

**Week 29: March 13 - 17 (No School Friday)**

**Assessment:** Unit 7 Test - "Women Service Air Force Pilots" **Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 7, Week 3 (Continued) - Investigating the Past</b>  <b>Essential Question: How does understanding the past shape the future?</b>  <b>Reading:</b>                  2.R.2.1-Explain how text features contribute to the meaning of text                  2.R.2.2-Identify the central idea and relevant details                  2.R.3.1-Identify and explain similes, idioms, and alliteration                  2.R.3.2b-Retell a text: use the central idea and relevant details</p> <p><b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.2-Identify/use base words and affixes to determine meaning                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                  Examine primary and secondary sources (artifacts, photographs, newspapers, audio/video recordings, documents, maps, coins, stamps, textbooks, reference books)</p> <p>SS.2.A.1.1</p>	<p>Central Idea                  Chart Reading                  Text features (captions, headings)                  Section = Headings                  Suggests</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	

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<p><b>Women Service Air Force Pilots</b>                  *What is the passage mostly about? (Part B - Which sentence from the passage best supports your answer?)                  *Look at the chart. What was the main main reason for _?                  *Which section (Heading) tells _?                  *What problem led to _? (Part B - Which sentence from the passage supports your answer?)</p>	<p><b>Response to Literature:</b>                  Fictional Diary Entry/Letter - Students will take their entry/letter and add details. Students will then revise and edit their entry/letter utilizing peer to peer editing and feedback. (Topic - What inventor created the best invention that you use everyday?)</p> <p><b>Grammar:</b>                  Collective Nouns</p> <p>2.C.1.1, 2.C.1.2, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Retell an Informational Text; Use Central Idea and Relevant Details</li> <li>• Identify and Explain Similes</li> </ul>	<p><b>Consumables:</b>                  Investigating the Past                  - A Dinosaur Named SUE                  - The History Lady                  - Crazy Boys (Poem)</p> <p><b>Leveled Readers:</b>                  - Readers Theater: Our New Home</p>	<p><b>Lesson 123 (2 days)</b>                  Final Stable Syllable -ture  <b>Lesson 124 (1 day)</b>                  Sight Words (Part 10)  <b>Assessment Lesson 125</b></p>

**March 20 - 24 SPRING BREAK**

**Week 30: March 27 - 31**

**Assessment: Unit 8, Week 1 - "Dams for the People" Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 8, Week 1 - Wind and Water Change Earth</b>  <b>Essential Question: How do we react to changes in nature?</b>  <b>Reading:</b>                  2.R.2.1-Explain how text features contribute to the meaning of text                  2.R.2.2-Identify the central idea and relevant details                  2.R.2.3-Explain an author's purpose                  2.R.2.4-Explain an author's opinion(s) and supporting evidence                  2.R.3.2b-Retell a text use the central idea and relevant details</p> <p><b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.2-Identify/use base words and affixes to determine meaning                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science:</b>                  Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation day to day and season to season.</p> <p>Investigate that air is all around us and that moving air is wind.</p> <p>State the importance of preparing for severe weather, lightning and other weather related events.</p> <p>SC..E.7.1                  SC2.E.7.4                  SC.2.E.7.5.</p>	<p>Maps                  Author's Purpose (Claim)                  Facts and Opinions</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	

<p><b>Dams for the People</b>                  *Why did the author write this passage?                  *What can the reader learn from the map?                  *Which fact best supports the authors claim that _?</p>	<p><b>Response to Literature:</b>                  Research Report - Introducing Research Report writing. Discuss the elements in a Research Report. Introduce the graphic organizer for a research report. Create an earth day report. Why is it important to reuse, recycle and reduce.</p> <p><b>Grammar:</b>                  Collective Nouns</p> <p>2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Retell an Informational Text; Use Central Idea and Relevant Details</li> <li>• Explain an Author’s Purpose</li> <li>• Explain an Author’s Opinion and Supporting Evidence</li> </ul>	<p><b>Consumables:</b>                  Wind and Water Change Earth</p> <ul style="list-style-type: none"> <li>- Tornado</li> <li>- Water’s Awesome Wonder</li> <li>- Sam Kent’s Journal</li> </ul> <p><b>Leveled Readers:</b>                  All about Fireflies Unit 1                  Medicinal Plants Unit 1                  Symbols of Our Country Unit 3</p>	<p><b>Lesson 126 (2 days)</b>                  Prefixes over-, pre-, under-</p> <p><b>Lesson 127 (2 days)</b>                  Prefixes dis-, im-, in-, ir-,</p>
<p><b>Week 31: April 3 - 7</b></p>		
<p><b>Assessment: Unit 8, Week 2 - “Changes in Greenland” Graded Assessment</b></p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 8, Week 2 - Wind and Water Change Earth</b>  <b>Essential Question: How do we react to changes in nature?</b>  <b>Reading:</b>                  2.R.2.1-Explain how text features contribute to the meaning of text                  2.R.2.2-Identify the central idea and relevant details                  2.R.2.3–Explain an author’s purpose                  2.R.3.2b-Retell a text; use the central idea and relevant details</p> <p><b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.2-Identify/use base words and affixes to determine meaning                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science:</b>                  Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation day to day and season to season.</p> <p>Investigate that air is all around us and that moving air is wind.</p> <p>State the importance of preparing for severe weather, lightning and other weather related events.</p> <p>SC..E.7.1                  SC2.E.7.4                  SC.2.E.7.5.</p>	<p>Maps                  Author’s Purpose (Claim)                  Facts                  Dictionary Entry</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Changes in Greenland</b>                  *Which sentence from the passage is supported by the picture?</p>	<p><b>Response to Literature:</b>                  Research Report - Students will take their information from the graphic organizer and create their first rough draft of their report. (Topic - Why do we recycle, reuse and reduce ?)</p>	

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<p>*Why did the author write this passage? (Part B - Which sentence from the passage supports your answer?) *Look at the map. What does it show? (two answers)</p>	<p><b>Grammar:</b> Plural Possessive Nouns</p> <p>2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Retell an Informational Text: Use Central Idea and Relevant Details</li> <li>• Explain an Author’s Purpose</li> <li>• Compare and Contrast Important Details Presented in Two Texts on the Same Topic or Theme</li> </ul>	<p><b>Consumables:</b> Wind and Water Change Earth - Earth’s Changes - Mudslide</p> <p><b>Leveled Readers:</b> From Wagon to Train Unit 4 From Field to Fashion Unit 9 How to Read Pictures Unit 9</p>	<p><b>Lesson 128 (2 days)</b> French Endings -ice, -ile, -ine <b>Lesson 129 (2 days)</b> The Rule v/v</p> <p><b>SPELLING TEST 13: Rule- spelling with ch and tch</b></p>

**Week 32: April 10 - 14**

**Assessment:** Unit 8 Test - “Saving Water” and “Cape Town: We Have Water” **Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 8, Week 3 - Wind and Water Change Earth</b> <b>Essential Question: How do we react to changes in nature?</b> <b>Reading:</b> 2.R.1.1-Identify plot structure/describe main story elements 2.R.2.3-Explain an author’s purpose 2.R.2.4-Explain an author’s opinion(s) and supporting evidence</p> <p><b>Vocabulary:</b> 2.V.1.1-Recognize/use academic vocabulary in speaking and writing 2.V.1.2-Identify/use base words and affixes to determine meaning 2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science:</b> Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation day to day and season to season.</p> <p>Investigate that air is all around us and that moving air is wind.</p> <p>State the importance of preparing for severe weather, lightning and other weather related events.</p> <p>SC..E.7.1 SC2.E.7.4 SC.2.E.7.5.</p>	<p>Sequencing Author’s Purpose (Claim) Dictionary Entry Text Feature (Pictures) Fact and Opinion</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Saving Water/We Have Water</b> *Why did the author write the passage? (Part B - Which detail from the passage supports your answer?) *How does the first picture add to the passage? *What does the second picture show?</p>	<p><b>Response to Literature:</b> Research Report - Students will take their research, add any extra details. Teacher will show students a multimedia presentation. Students will then revise and edit their report utilizing peer to peer editing and feedback. (Topic - Why do we recycle, reuse and reduce ?)</p>	

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<p>*Which two details support the author’s opinion about _?                  *Which two facts support the author’s claim that _?                  *How are passage A and passage B similar?</p>	<p><b>Grammar:</b>                  Plural Possessive Nouns</p> <p>2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Explain an Author’s Purpose</li> <li>• Explain an Author’s Opinion and Supporting Evidence</li> <li>• Identify and Explain Alliteration</li> </ul>	<p><b>Consumables:</b>                  Wind and Water Change Earth</p> <ul style="list-style-type: none"> <li>- Naples Daily Tidings (Bonita Springs)</li> <li>- Earth’s Changing Mountains</li> <li>- Weather (Poem)</li> </ul> <p><b>Leveled Readers:</b>                  Readers Theater: Tag Sale Day</p>	<p><b>Lesson 131 (2 days)</b>                  Prefixes -bi, -mis, -mono, etc  <b>Lesson 132 (2 days)</b>                  Suffix -age  <b>Assessment Lesson 135</b></p>

<p><b>Week 33: April 17 - 21</b></p>		
<p><b>Assessment: Unit 9, Week 1 - “Mrs. Goat’s Farm Stand” Graded Assessment</b></p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p style="text-align: center;"><b>Unit 9, Week 1 - Buyers and Sellers</b>  <b>Essential Question: How do the goods we make, buy, and sell connect us?</b></p> <p><b>Reading:</b>                  2.R.1.1-Identify plot structure/describe main story elements                  2.R.2.1-Explain how text features contribute to the meaning of a text                  2.R.2.2-Identify the central idea and relevant details                  2.R.3.2b-Retell a text: use the central idea and relevant details</p> <p><b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.2-Identify/use base words and affixes to determine meaning                  2.V.1.3-Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                  Recognize that people make choices because of limited resources</p> <p>Recognize that people supply goods and services based on consumer demands.</p> <p>Explain the personal benefits and costs involved in saving and spending.</p> <p>SS.2.E.1.1                  SS.2.E.1.3                  SS.2.E.1.4</p>	<p>Perspective                  Setting                  Story Structure                  Text Feature (Pictures)</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Mrs. Goat’s Farm Stand</b>                  *Which sentence shows the character’s perspective?                  *What happens to _ before_?                  *What information does the picture add to the passage?                  *Which sentence from the passage is supported by the picture?</p>	<p><b>Response to Literature:</b>                  Multimedia Presentation: Students will research and present their very own good or service to the class. They will individually research what they want to sell and fill in their graphic organizer with why and how they will sell their good/service to the class. (Topic - students will pick a good or service to “sell” to their class in a multimedia presentation.)</p>	



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<p>*What does the picture show about _ ? *Think about the two passages you have read. How are _ and _ alike?</p>	<p><b>Grammar:</b> Use Prepositions and Prepositional Phrases  2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>Retell an Informational Text: Use Central Idea and Relevant Details</li> <li>Explain How Text Features Contribute to Meaning</li> <li>Identify Different Characters' Perspectives</li> <li>Identify Plot Structure and Describe Main Story Elements</li> </ul>	<p><b>Consumables:</b> Buyers and Sellers - From Tree to Baseball Bat - Goat and Bear in Business - Trading This for That  <b>Leveled Readers:</b> Earth a Planet of Water Unit 8/I Rock Erosion Unit 8/ L Why the Earth and the Moon Changes Unit 8 L</p>	<p><b>Lesson 133 (2 days)</b> Doubling Rule <b>Lesson 134 (2 days)</b> Changing Rule <b>SPELLING TEST 14: Rule- Doubling Rule</b></p>

<p><b>Week 34: April 24 - 28</b></p>		
<p><b>Assessment: Unit 9, Week 2 - "In the Dairy Case" and "Fresh From the Hive" Graded Assessment</b></p>		
<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 9, Week 2 - Buyers and Sellers</b> <b>Essential Question: How do the goods we make, buy, and sell connect us?</b>  <b>Reading:</b> 2.R.2.1-Explain how text features contribute to the meaning of text 2.R.2.2-Identify the central idea and relevant details 2.R.3.2b-Retell a text: use the central idea and relevant details 2.R.3.3-Compare/contrast important details presented by two texts on the same topic or theme  <b>Vocabulary:</b> 2.V.1.1-Recognize/use academic vocabulary in speaking and writing 2.V.1.2-Identify/use base words and affixes to determine meaning</p>	<p><b>Social Studies:</b> Recognize that people make choices because of limited resources  Recognize that people supply goods and services based on consumer demands.  Explain the personal benefits and costs involved in saving and spending.  SS.2.E.1.1 SS.2.E.1.3 SS.2.E.1.4</p>	<p>Perspective Setting Story Structure Text Feature (Pictures) Before/After (Sequencing) Compare and Contrast Prefixes - Re and Un Central Idea</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>In the Dairy Case</b> *What happens to milk before it is brought to the store? Choose two</p>	<p><b>Response to Literature:</b> Multimedia Presentation: Students will input their information from their graphic organizer into a multimedia</p>	

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<p>answers                  *What information does the picture add to the passage?                  *Read this sentences from paragraph 2. What does the word unable mean as it is used in this sentence?                  *Which sentence from the passage is supported by the picture?</p>	<p>presentation (google slides). Discuss formatting and how to organize information to appeal to the class. (Topic - students will pick a good or service to "sell" to their class in a multimedia presentation.)</p> <p><b>Grammar:</b>                  Use Prepositions and Prepositional Phrases</p> <p>2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Retell an Informational Text: Use Central Idea and Relevant Details</li> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Compare and Contrast Important Details Presented by Two Texts on the Same Topic</li> </ul>	<p><b>Consumables:</b>                  Buyers and Sellers                  - From Pine Tree to Pizza Box                  - Zollipops</p> <p><b>Leveled Readers:</b>                  Technology in our Homes Unit 5/H                  Opinions About Waste Unit 5/K                  Robots Unit 5/L</p>	<p><b>Lesson 136 (2 days)</b>                  Review Di/tri/quadrigraphs  <b>Lesson 137 (2 days)</b>                  Review of Combinations and Diphthongs</p>

**Week 35: May 1 - 5**

**Assessment: Unit 9 Test - "From Sheep to Sweater" and "The Mitten Tree" Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p style="text-align: center;"><b>Unit 9, Week 3 - Buyers and Sellers</b>  <b>Essential Question: How do the goods we make, buy, and sell connect us?</b></p> <p><b>Reading:</b>                  2.R.1.1-Identify plot structure/describe main story elements                  2.R.1.3- Identify different characters' perspectives                  2.R.3.1- Identify and explain similes, idioms, and alliteration</p> <p><b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.3- Identify/use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Social Studies:</b>                  Recognize that people make choices because of limited resources</p> <p>Recognize that people supply goods and services based on consumer demands.</p> <p>Explain the personal benefits and costs involved in saving and spending.</p> <p>SS.2.E.1.1                  SS.2.E.1.3                  SS.2.E.1.4</p>	<p>Sequencing                  Idioms                  Prefixes - Re and Un                  Context Clues                  Story Elements                  Compare and Contrast</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>From Sheep from Sweater/The Mitten Tree</b>                  *What information does picture 1 add to the passage?</p>	<p><b>Response to Literature:</b>                  Multimedia Presentation: Students will add pictures and details to their presentations. Once they are finalized, they will present their good/service to the class and try to "sell" them on the product. (Topic -</p>	

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<p>*Which picture helped the reader understand paragraph _? (Part B - Which detail from the passage supports your answer?)                  *Which two events are shown in the picture?                  *What is the character's perspective about _? (Part B - Which detail from the passage supports your answer?)                  *Which sentence best describes the character?                  *Which details from passage A and passage B are similar?</p>	<p><i>students will pick a good or service to "sell" to their class in a multimedia presentation.)</i></p> <p><b>Grammar:</b>                  Form and Use Progressive Verb Tenses</p> <p>2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1, 2.C.5.1, 2.C.5.2</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Identify Plot Structure and Describe Main Story Elements</li> <li>• Identify Different Characters' Perspectives</li> <li>• Identify Rhyme Schemes in Poems</li> </ul>	<p><b>Consumables:</b>                  Buyers and Seller                  - Cherokee Art Fair                  - Our Class Knows                  - Turtle Soup (Poem)</p> <p><b>Leveled Readers:</b>                  Readers Theater:                  The Kings New Crown</p>	<p><b>Lesson 138 (2 days)</b>                  Review of Final Stable Syllables  <b>Lesson 139 (2 days)</b>                  Review of Division Patterns  <b>SPELLING TEST 15: Rule- Final k sound</b></p>

**Week 36: May 8 - 12**

**Assessment: Unit 10, Week 1 - "Button Jewelry" Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 10, Week 1 - States of Matter</b>  <b>Essential Question: How can matter change?</b></p> <p><b>Reading:</b>                  2.R.2.1-Explain how text features contribute to the meaning of text                  2.R.2.2-Identify the central idea and relevant details                  2.R.3.1-Identify and explain similes, idioms, and alliteration in text                  2.R.3.2b-Retell a text</p> <p><b>Vocabulary:</b>                  2.V.1.1-Recognize/use academic vocabulary in speaking and writing                  2.V.1.2-Identify/Use base words and affixes to determine meaning                  2.V.1.3- Identify/Use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science:</b>                  Identify objects and materials as solid, liquid, or gas.</p> <p>Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p>Observe and describe water in its solid, liquid, and gaseous states.</p> <p>SC.2.P.8.2                  SC.2.P.8.3                  SC.2.P.8.4</p>	<p>Sequencing                  Text Features (Labels)</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>Button Jewelry</b>                  *Which of these things is not needed to make _ ?</p>	<p><b>Response to Literature:</b>                  Acrostic Poem - Teacher will introduce acrostic poems. Model how acrostic poems use letters in the topic to</p>	

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<p>*Look at the picture labeled _.                  *Which sentence from the passage is made clearer by the picture?                  *What should someone do first when making _?</p>	<p>tell about it. Together formulate a list of words related to the topic. (<i>Topic - Matter</i>)</p> <p><b>Grammar:</b>                  Form and Use Progressive Verb Tenses</p> <p>2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>• Explain How Text Features Contribute to Meaning</li> <li>• Retell: Use Central Idea and Relevant Details</li> </ul>	<p><b>Consumables:</b>                  States of Matter</p> <ul style="list-style-type: none"> <li>- The Art of Origami</li> <li>- Sand Sculpture</li> <li>- Up, Up, and Away!</li> </ul> <p><b>Leveled Readers:</b>                  How to Make Paper Designs Unit 10/K                  Wind Power unit 10/L                  Forces in Sports Unit 10/M</p>	<p>Review of multisyllabic words using division patterns</p>

**Week 37: May 15 - 19**

**Assessment:** Unit 10, Week 2 - "The House of Paper" **Graded Assessment**

<p><b>Benchmarks Covered:</b></p>	<p><b>Science/Social Studies:</b></p>	<p><b>Academic Vocabulary:</b></p>
<p><b>Unit 10, Week 2 - States of Matter</b>  <b>Essential Question: How can matter change?</b></p> <p><b>Reading:</b>                  2.R.2.1-Explain how text features contribute to the meaning of text                  2.R.2.2- Identify the central idea and relevant details                  2.R.3.2b- Retell a text: use the central idea and relevant details</p> <p><b>Vocabulary:</b>                  2.V.1.2- Identify/use base words and affixes to determine meaning                  2.V.1.1- Recognize/use academic vocabulary in speaking and writing</p>	<p><b>Science:</b>                  Identify objects and materials as solid, liquid, or gas.</p> <p>Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p>Observe and describe water in its solid, liquid, and gaseous states.</p> <p>SC.2.P.8.2                  SC.2.P.8.3                  SC.2.P.8.4</p>	<p>Text Feature (Captions, Photos)                  Character perspective (Most likely feels)                  Sentence Supports</p>
<p><b>Question Stems:</b></p>	<p><b>Response to Literature/Writing Mini-Lesson/Grammar:</b></p>	
<p><b>The House of Paper</b>                  *What does the first picture show about_?                  *Look at the picture of the _.                  *Which sentence does the picture support?</p>	<p><b>Response to Literature:</b>                  Acrostic Poem - Students will formulate a list of words that relate to the topic and begin to plan their acrostic poem. (<i>Topic - Student's Name</i>)</p> <p><b>Grammar:</b></p>	

	Use Subject-Verb Agreement with Intervening Clauses and Phrases 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1	
<b>Learning Goals:</b>	<b>Whole Group / Small Group Materials:</b>	<b>Saxon:</b>
<ul style="list-style-type: none"> <li>Retell: Use Central Idea and Relevant Details</li> <li>Explain How Text Features Contribute to Meaning</li> </ul>	<b>Consumables:</b> States of Matter <ul style="list-style-type: none"> <li>Matter Changes in Many Ways</li> <li>Water!</li> </ul> <b>Leveled Readers:</b> Measuring Fun Unit 1/H Animal Sounds Unit 1/I Delicious Vegetables Unit / J	<b>SPELLING TEST 16: Rule- spelling with k and c</b>

<b>Week 38: May 22 - 26</b>		
<b>Assessment:</b> Unit 10 Test - "Making Snow Globes at Home" and "Making Snow Globes" <b>Graded Assessment</b>		
<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Academic Vocabulary:</b>
<p style="text-align: center;"><b>Unit 10, Week 3 - States of Matter</b>  <b>Essential Question: How can matter change?</b></p> <p><b>Reading:</b>                      2.R.2.1-Explain how text features contribute to the meaning of text                      2.R.2.2-Identify the central idea and relevant details                      2.R.3.1-Identify and explain similes, idioms, and alliteration                      2.R.3.2b-Retell a text</p> <p><b>Vocabulary:</b>                      2.V.1.1-Recognize/use academic vocabulary in speaking and writing                      2.V.1.2-Identify/Use base words and affixes to determine meaning                      2.V.1.3- Identify/Use context clues, word relationships, background knowledge, reference materials to determine meaning</p>	<p><b>Science:</b>                      Identify objects and materials as solid, liquid, or gas.</p> <p>Recognize that solids have a definite shape and that liquids and gases take the shape of their container.</p> <p>Observe and describe water in its solid, liquid, and gaseous states.</p> <p>SC.2.P.8.2                      SC.2.P.8.3                      SC.2.P.8.4</p>	Text Feature (Captions, Photos) Character perspective (Most likely feels) Sentence Supports
<b>Question Stems:</b>	<b>Response to Literature/Writing Mini-Lesson/Grammar:</b>	
<p><b>Making Snow Globes at Home/Making Crystals</b>                      *Which step comes first?                      *Look at the picture labeled step 2.                      *How did the picture help the reader better understand the directions?                      *Which sentence is supported by the first picture?</p>	<p><b>Response to Literature:</b>                      Acrostic Poem - Students will formulate a list of words that relate to the topic and begin to plan their acrostic poem. (Topic - Student's Name)</p> <p><b>Grammar:</b></p>	

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<p>*What two things do the second picture show? *What happens during this activity?</p>	<p>Use Subject-Verb Agreement with Intervening Clauses and Phrases 2.C.1.1, 2.C.1.5, 2.C.2.1, 2.C.3.1</p>	
<p><b>Learning Goals:</b></p>	<p><b>Whole Group / Small Group Materials:</b></p>	<p><b>Saxon:</b></p>
<ul style="list-style-type: none"> <li>● Retell: Use Central Idea and Relevant Details</li> <li>● Explain How Text Features Contribute to Meaning</li> <li>● Identify and Explain Alliteration</li> </ul>	<p><b>Consumables:</b> States of Matter</p> <ul style="list-style-type: none"> <li>- Crazy Horse Memorial</li> <li>- New Planets</li> <li>- It's All Water (Poem)</li> </ul> <p><b>Leveled Readers:</b> Star Spangled Banner Unit 3/K The Amazon Rainforest Unit 1/ K Working at the Zoo Unit 1/ L</p>	