

# Second Grade Reading Pacing Guide

## Points to Know about the Document

- **This document was completed in alignment with the Journeys reading program. It will be updated accordingly to align with the newly-adopted Open Court Reading once the curriculum is received.**
- **Phonemic Awareness:** Complete the phonemic awareness warm-up activity from Journeys.
- **Yellow highlighted words** = Standards that are graded
- **Pink highlighted words** = 2010 standards
- **Phonemic Awareness/Phonics**
  - Day 1-2: Identify Phonemes
  - Day 3-5: Syllables in spoken words, sentence dictation
- **Vocabulary: The target vocabulary words should be taught each week, in addition to, the vocabulary skill.**
- **First 2 weeks of school - Establish rules and procedures for stations**

## Standards Addressed Daily

**2.1 The student will use oral communication skills. (all - attached)**

**2.4 The student will use phonetic strategies when reading and spelling. (all - attached) (Word Study)**

**2.5 The student will use semantic clues and syntax to expand vocabulary when reading.**

EK Use meaning clues to support decoding

**2.6 The student will expand vocabulary and use of word meanings.**

h) Use vocabulary from other content areas.

**2.7 and 2.8 The student will read and demonstrate comprehension of fictional and nonfiction texts.**

EK Read and reread familiar texts with fluency, accuracy, and meaningful expression.

**2.9 The student will maintain legible printing and begin to make the transition to cursive. (all - attached) (Handwriting)**

**2.10 The student will write (and participate in shared writing projects) in a variety of forms to include narrative, descriptive, opinion, and expository. (Writing)**

- a) Understand writing as a process.
- b) Identify audience and purpose (e.g., letters, stories, emails, journals, directions)
- c) Use prewriting strategies to generate ideas (and organize information) before writing
- d) Use strategies for organization according to the type of writing.
- i) Revise writing for clarity (strengthen writing by revising, staying on topic, and including details)

EK Develop writing by focusing on one topic

EK Write complete sentences

**2.11c Capitalize ~~all proper nouns and~~ the word I.**

**2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product. (all - attached) Research Strand - (Will be done with Habitats Unit during Science, STEAM, as well with The Dog Who Dug for Dinosaurs Lesson 27, and Working in Space Lesson 28)**

### **Standards Addressed Frequently**

**2.2 The student will demonstrate an understanding of oral early literacy skills.**

a) Create oral stories to share with others.

EK use the story structure of beginning, middle, and end to tell a story of an experience

EK maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood

EK add appropriate elaboration and detail while telling oral stories

c) Participate in a variety of oral language activities, including choral speaking and recitation.

participate in frequent oral language activities through choral speaking and the reciting of poems and stories with repeated patterns.

## **Lesson 1: Henry and Mudge and All in the Family**

**Essential Question:** Why is the order of events in a story important?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Identify Phonemes Cards: apple and igloo	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a) Count phonemes within one-syllable words. e) Blend and segment multisyllabic words at the syllable level. Words: mat, fit, run, leg, mop, thin, flat, slim, crab Sentences: T19 and T20
<b>Comprehension: Skill:</b> Sequence  <b>Strategy:</b> Infer/Predict	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. <b>a) Make and confirm predictions (confirm and revise predictions made before, during, and after reading)</b> 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>EK- use knowledge of transition words (e.g., first, next, and soon), to understand how information is organized in sequence, describe the characters, settings, and important plot events using details, determine the theme of fictional texts (e.g., friendship, family, working hard).</b>
<b>Vocabulary:</b> ABC order	2.6e) Use word-reference materials including dictionaries, glossaries and indices. <b>EK- alphabetize words to the second and third letter.</b>
<b>Grammar:</b> Subjects and Predicates	2.11a) Recognize and use complete sentences. 2.5b) Use knowledge of sentence structure to determine the meaning of unknown words. <b>EKb Use knowledge of word order, including subject, verb, and adjectives, to check for meaning</b>
<b>Writing:</b> Sentences that tell a true story	All of 2.10 as listed above. <b>2.10h Expand writing to include descriptive detail.</b> <b>EKh Describe events, ideas, and personal stories with descriptive details</b> <b>EKe Use time-order words, such as first, next, then, and last, to sequence and organize writing</b>

**Lesson 2: My Family and Family Poetry**

**Essential Question:** How are families alike and different?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Identify Phonemes Cards: ostrich and umbrella	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. b) Blend sounds to make one-syllable words. e) Blend and segment multisyllabic words at the syllable level.  Words: hot, bug, wet, trot, lump, rust, loft Sentences: T111 and T112
<b>Comprehension:</b> <b>Skill:</b> Compare/Contrast <b>Strategy:</b> Question	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>e) ask and answer questions using the text as support</b>
<b>Vocabulary:</b> Using a Glossary and Indices	2.6e) Use word-reference materials including dictionaries, glossaries and indices. <b>EK- alphabetize words to the second and third letter.</b>
<b>Grammar:</b> Complete Sentences	<b>2.11 a) Recognize and use complete sentences</b> <b>2.5b) Use knowledge of sentence structure to determine the meaning of unknown words.</b> <b>EKb Use knowledge of word order, including subject, verb, and adjectives, to check for meaning</b>
<b>Writing:</b> Friendly Letter	All of 2.10 as listed above. <b>2.10b,d) Students will identify the audience and use strategies for organization for their writing</b> <b>2.10h Expand writing to include descriptive detail.</b> <b>EKh Describe events, ideas, and personal stories with descriptive details</b> <b>2.11i Use commas in salutation and closing of a letter. (e.g., <i>Dear Tyrell,</i> ) (e.g., <i>Sincerely</i>)</b>

### Lesson 3: Henry and Mudge Under the Yellow Moon and Outdoor Adventures

**Essential Question:** Why might an author write a story?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above <b>2.2b) Create and participate in oral dramatic activities. (dramatize familiar stories (e.g., plays, skits, reader's theater))</b>
<b>Phonemic Awareness and Letter Sound</b> <b>Card:</b> Blend Phonemes Card: acorn and ice cream	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. b) Blend sounds to make one-syllable words.  Words: am/aim, cap/cape, back/bake, take, kite, spice, state Sentences: T205-T206
<b>Comprehension:</b> <b>Skill:</b> Author's Purpose  <b>Strategy:</b> Analyze and Evaluate	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions
<b>Vocabulary:</b> Multiple-Meaning Words	<b>2.5b Use knowledge of sentence structure to determine the meaning of unknown words.</b> <b>EKb Determine which of the multiple meanings of a word in context makes sense</b>
<b>Grammar:</b> Statements and Questions	<b>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences.</b> <b>EKb Punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, or exclamation point</b>
<b>Writing:</b> Sentences that Describe	All of 2.10 as listed above. <b>2.10h Expand writing to include descriptive detail</b> <b>EKh Describe events, ideas, and personal stories with descriptive details</b> <b>EKe Use time-order words, such as first, next, then, and last, to sequence and organize writing</b>
<b>Other:</b>	<b>Practice Test: A Day at the Pool (on paper)</b>

## Lesson 4: Diary of a Spider and A Swallow and a Spider

**Essential Question:** What might cause a story character to change?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above <b>2.2b) Create and participate in oral dramatic activities. (dramatize familiar stories (e.g., plays, skits, reader’s theater)</b>
<b>Phonemic Awareness and Letter Sound Card:</b> Segment and Substitute Phonemes Card: ocean	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. c) Segment one-syllable words into phonemes.  Words: on/own, cut/cute, note, cute, tune, Steve, Pete Sentences: T297-T298
<b>Comprehension: Skill:</b> Cause and Effect  <b>Strategy:</b> Summarize	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions  <b>2.7g) Summarize stories and events with beginning, middle, and end in the correct sequence.</b> <b>EK- use knowledge of transition words to understand how information is organized in sequence, demonstrate comprehension by writing responses to what they read</b>
<b>Vocabulary:</b> Context Clues	<b>2.5a) Use information and context clues in the story to read words.</b> <b>EK- use surrounding words in a sentence to determine the meaning of a word</b>
<b>Grammar:</b> What is a Noun?	<b>2.11d Use singular <del>and plural</del> noun <del>and pronouns</del>.</b>
<b>Writing:</b> True Story	All of 2.10 as listed above.  <b>2.10h Expand writing to include descriptive detail.</b> <b>EKh Describe events, ideas, and personal stories with descriptive details</b> <b>EKe Use time-order words, such as first, next, then, and last, to sequence and organize writing</b>

**Lesson 5:** Teacher’s Pets and See Westburg by Bus!

**Essential Question:** What clues tell you where and when a story takes place?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Segment Phonemes Picture Card: stem and spring	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a) Count phonemes within one-syllable words.c) Segment one-syllable words into phonemes.d) Add or delete phonemes to make words.e)Blend and segment multisyllabic words at the syllable level. Words: rip, trip, lap, skip, stick, stem, space, lost Sentences: T395-T396
<b>Comprehension:</b> <b>Skill:</b> Story Structure  <b>Strategy:</b> Visualize	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and <b>how</b> illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7d) Describe characters, setting, and plot events in fiction-and poetry</b> <b>EK describe a character’s traits, feelings, and actions as presented in fictional texts, describe the characters, settings, and important plot events using details, identify the main conflict and resolution in fictional texts.</b>
<b>Vocabulary:</b> Base Words and endings -ed and -ing	<b>2.6b Use knowledge of prefixes and suffixes</b> <b>EKb Identify and recognize meanings and use prefix/suffix to decode of common prefixes and suffixes (e.g., <i>un-, re-, mis-, dis-, -y, -ly, -er, -ed, -ing, -est, -ful, -less, -able</i>)</b> <b>EKb Determine the meaning of words when a known prefix and/or suffix is added to a known root word (e.g., <i>tie/untie, fold/unfold, write/rewrite, call/recall</i>)</b>
<b>Grammar:</b> Singular and Plural Nouns	<b>2.11d Use singular and plural nouns and pronouns.</b> <b>2.11h Use correct spelling for commonly used sight words, including compound words and regular plurals.</b>
<b>Writing:</b> True Story	All of 2.10 as listed above. <b>2.10h Expand writing to include descriptive detail.</b> <b>EKh Describe events, ideas, and personal stories with descriptive details</b> <b>EKe Use time-order words, such as first, next, then, and last, to sequence and organize writing</b>
<b>Other:</b>	<b>Benchmark #1</b>

## Lesson 6: Animals Building Homes and Hiding at the Pond

**Essential Question:** How can chapter headings help you?

<b>Communication and</b>	All 2.1 standards listed above
--------------------------	--------------------------------

Multimodal Literacies	<b>2.2b) Create and participate in oral dramatic activities. (dramatize familiar stories (e.g., plays, skits, reader's theater))</b>
<b>Phonemic Awareness and Letter Sound Card</b> Identify Phonemes Card: ring	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. C. segment one-syllable words into phonemes <b>EK. isolate and manipulate phonemes, delete a phoneme from an orally presented word to make a new word</b> Words: end, bad/band, stand/stack, ring, pink, sting, drink Sentences: T19 - T20
<b>Comprehension:</b> <b>Skill:</b> Text and Graphic Features  <b>Strategy:</b> Question	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.8a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps</b> <b>EK use text features to make, revise, and confirm predictions, locate information, and answer questions</b> <b>2.8e) EK ask and answer questions about what is read to demonstrate understanding</b>
<b>Vocabulary:</b> Base Words and Prefixes - un and re	<b>2.6b Use knowledge of prefixes and suffixes</b> <b>EKb Identify and recognize meanings and use prefix/suffix to decode of common prefixes and suffixes (e.g., un-, re-, mis-, dis-, -y, -ly, -er, -ed, -ing, -est, -ful, -less, -able)</b> <b>EKb Determine the meaning of words when a known prefix and/or suffix is added to a known root word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall)</b>
<b>Grammar:</b> More Plural Nouns	<b>2.11d Use <del>singular and plural nouns and pronouns.</del></b> <b>2.11h Use correct spelling for <del>commonly used sight words, including compound words and</del> regular plurals.</b>
<b>Writing:</b> Informational Paragraph	All of 2.10 as listed above. <b>2.10f Write facts about a subject to support a main idea</b> <b>EKf Write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement</b> <b>EK Begin to compose, organize, and format paragraphs</b>

## Lesson 7: The Ugly Vegetables and They Really are GIANT!

**Essential Question:** What helps you make decisions about a character?

<b>Communication and Multimodal</b>	All 2.1 standards listed above <b>2.2b) Create and participate in oral dramatic activities. (dramatize familiar stories (e.g., plays, skits, reader's theater))</b>
-------------------------------------	--



<b>Literacies</b>	
<b>Phonemic Awareness and Letter Sound Card:</b> Sort Phonemes Cards: lion and cat	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> fell/felt/fill, puff/pick/stick, flash/jazz/fizz, cluck, doll <b>Sentences:</b> T111-T112
<b>Comprehension:</b> <b>Skill:</b> Conclusions <b>Strategy:</b> Analyze/Evaluate	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7h and 2.8g) Draw conclusions based on the text</b>
<b>Vocabulary:</b> Homophones	2.6 a)Use knowledge of homophones <b>EK Use the context of a sentence to apply knowledge of homophones (such as pair and pear)</b>
<b>Grammar:</b> Proper Nouns	<b>2.11c Capitalize all proper nouns and the word I.</b> <b>EKc Capitalize the word I, all proper nouns, and words at the beginning of sentences</b>
<b>Writing:</b> Summary Paragraph	All of 2.10 as listed above. <b>2.10EK Begin to compose, organize, and format paragraphs</b> <b>2.7g Summarize stories and events with beginning, middle, and end in the correct sequence.</b>

## Lesson 8: Super Storms and Weather Poems

**Essential Question:** How do you know what a story is mostly about?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
--	--------------------------------

<p><b>Phonemic Awareness and Letter Sound Card</b> Substitute Phonemes Card: chick, sheep, thumb, fish</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> shop/chop, that/chat, cheap/sheep, chick, ditch, whale <b>Sentences:</b> T209-T210</p>
<p><b>Comprehension:</b> <b>Skill:</b> Main Idea and Details  <b>Strategy:</b> Visualize</p>	<p>2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7 EK: determine the theme of fictional texts (e.g. friendship, family, working hard); thematic topic, lesson learned</b> <b>2.8f) identify main idea (EK using details for support)</b></p>
<p><b>Vocabulary:</b> Compound Words</p>	<p><b>2.6 The student will expand vocabulary and use of word meaning</b> <b>EK Use knowledge of the meaning of individual words to predict the meaning of compound</b> <b>2.11h Use correct spelling for commonly used sight words, including compound words and regular plurals.</b></p>
<p><b>Grammar:</b> What is a verb?</p>	<p><b>2.11j Use past and present verbs.</b></p>
<p><b>Writing:</b> Informational Paragraph</p>	<p>All of 2.10 as listed above. <b>2.10f Write facts about a subject to support a main idea</b> <b>EKf Write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement</b> <b>EK Begin to compose, organize, and format paragraphs</b></p>
<p><b>Other:</b></p>	<p>Practice Test: Growing Apples</p>

## Lesson 9: How Chipmunk Got His Stripes and Why Rabbits Have Short Tails

**Essential Question:** What can you learn from the way a character acts?

<p><b>Communication and Multimodal Literacies</b></p>	<p>All 2.1 standards listed above <b>2.2b) Create and participate in oral dramatic activities. (dramatize familiar stories (e.g., plays, skits, reader's theater)</b></p>
---	---

<b>Phonemic Awareness and Letter Sound Card:</b> Add phonemes Word Card: tape	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> hop/hopping, walk/walking, wish/wishing, hope/hoping/hoped, used/using, chasing/chased <b>Sentences:</b> T303-T304
<b>Comprehension:</b> <b>Skill:</b> Understanding Characters <b>Strategy:</b> Summarize	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7d) describe characters, setting, and plot events in fiction and poetry (traits, feelings, and actions as presented in text)</b> <b>g)Summarize stories and events with beginning, middle, and end in the correct sequence.</b>
<b>Vocabulary:</b> Synonyms	2.6 c)Use knowledge of antonyms and synonyms <b>EK supply synonyms and antonyms for a given word, use knowledge of synonyms when reading</b>
<b>Grammar:</b> Verbs in the Present	<b>2.11j Use past and present verbs.</b>
<b>Writing:</b> Instructions	All of 2.10 as listed above. <b>2.10b Identify audience and purpose.</b> <b>EKb Identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions)</b> <b>EK Use time-order words, such as <i>first, next, then, and last</i>, to sequence and organize writing</b>

## Lesson 10: Jellies and Meet Norbert Wu

**Essential Question:** How do you know if something is a fact or an opinion?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
--	--------------------------------

<b>Phonemic Awareness and Letter Sound Card:</b> Add/Delete Phonemes	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> he/he’s, she/she’s, let/let’s, we/we’ll, I/I’m, do/don’t <b>Sentences:</b> T401-T402
<b>Comprehension:</b> <b>Skill:</b> Fact/Opinion <b>Strategy:</b> Monitor/Clarify	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>(Teach opinion because it is addressed in writing later in the year)</b>
<b>Vocabulary:</b> Base Words and Suffixes -er and est	<b>2.11b Use knowledge of prefixes and suffixes</b> <b>EKb Identify and recognize meanings and use prefix/suffix to decode of common prefixes and suffixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>)</b> <b>EKb Determine the meaning of words when a known prefix and/or suffix is added to a known root word (e.g., <i>tie/untie</i>, <i>fold/unfold</i>, <i>write/rewrite</i>, <i>call/recall</i>)</b>
<b>Grammar:</b> Verbs Present/Past/Future	<b>2.11j Use past and present verbs.</b>
<b>Writing:</b> Instructions	All of 2.10 as listed above. <b>EKb Identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions)</b> <b>EK Use time-order words, such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>, to sequence and organize writing</b>
<b>Other:</b>	<b>Benchmark #2:</b>

## Lesson 11: Click, Clack, Moo: Cows That Type and Talk About Smart Animals

**Essential Question:** What helps you make a decision about a character?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above <b>2.2b) Create and participate in oral dramatic activities. (dramatize familiar stories (e.g., plays, skits, reader’s theater)</b>
--	---

<p><b>Phonemic Awareness and Letter Sound Card:</b> Syllables in spoken words Picture Card: bike</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words</p> <p><b>Words:</b> car/cars, dress/dresses, box/boxes, clock/clocks, bike/bikes, clams, matches, plans <b>Sentences:</b> T19-T20</p>
<p><b>Comprehension: Skill:</b> Conclusions</p> <p><b>Strategy:</b> Infer/Predict</p>	<p>2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.</p> <p>2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions</p> <p><b>2.7a) Make and confirm predictions (confirm and revise predictions made before, during, and after reading)</b> <b>2.7h) Draw conclusions based on the text</b></p>
<p><b>Vocabulary:</b> Prefixes - pre and mis</p>	<p><b>2.11b Use knowledge of prefixes and suffixes</b> <b>EKb Identify and recognize meanings and use prefix/suffix to decode of common prefixes and suffixes (e.g., un-, re-, mis-, dis-, -y, -ly, -er, -ed, -ing, -est, -ful, -less, -able)</b></p>
<p><b>Grammar:</b> Kinds of sentences</p>	<p><b>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences.</b> <b>EKb Punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, or exclamation point</b></p>
<p><b>Writing:</b> Persuasive letter</p>	<p>All of 2.10 as listed above.</p> <p><b>2.11i Use commas in salutation and closing of a letter. (e.g., Dear Tyrell, ) (e.g., Sincerely)</b></p>

## Lesson 12: Violet's Music and Wolfgang Mozart: Child Superstar

**Essential Question:** How do you find important story characters?

<p><b>Communication and Multimodal Literacies</b></p>	<p>All 2.1 standards listed above</p>
<p><b>Phonemic Awareness and</b></p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p>

<b>Letter Sound Card:</b> Substitute Phonemes Card: acorn	a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> ran/rain, tap/tape, pant/paint, maybe, clay, claim, sand <b>Sentences:</b> T13-T114
<b>Comprehension:</b> <b>Skill:</b> Story Structure  <b>Strategy:</b> Question	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7d )Describe characters, setting, and plot events in fiction and poetry (EK:describe a character’s traits, feelings, and actions as presented in fictional texts, describe the characters, settings, and important plot events using details, identify the main conflict and resolution in fictional texts)</b>
<b>Vocabulary:</b> Figurative Language/Idioms	
<b>Grammar:</b> Kinds of sentences	<b>2.11b Use and punctuate declarative, interrogative, and exclamatory sentences.</b> <b>EKb Punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, or exclamation point</b>
<b>Writing:</b> Opinion Paragraph	All of 2.10 as listed above.  <b>2.10g Write to express an opinion and provide a reason for support.</b> <b>2.10EK Begin to compose, organize, and format paragraphs</b>

### Lesson 13: Schools Around the World and School Poems

**Essential Question:** Why do authors write different kinds of texts?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic</b>	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic

<b>Awareness and Letter Sound Card:</b> Match phonemes Card: eagle	awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> seem/leap/tap, green/top/team, pat/mail/wait, team, sheep, season, keeping <b>Sentences:</b> T205-T206
<b>Comprehension:</b> <b>Skill:</b> Author’s purpose <b>Strategy:</b> Analyze/Evaluate	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions
<b>Vocabulary:</b> Using a dictionary	<b>2.6e Use word-reference materials including dictionaries, glossaries and indices.</b> <b>2.10EK Consult reference materials to check and correct spelling</b>
<b>Grammar:</b> Quotation Marks	
<b>Writing:</b> Persuasive Paragraph	All of 2.10 as listed above. <b>2.10EK Begin to compose, organize, and format paragraphs</b>
<b>Other:</b>	<b>Practice Test: That Cat</b>

## Lesson 14: Helen Keller and Talking Tools

**Essential Question:** How do you know when story ideas are important?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Segment phonemes	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words

Card: ocean	<b>Words:</b> go, boat, old, most, toast, oak, coach <b>Sentences:</b> T299-T300
<b>Comprehension:</b> <b>Skill:</b> Main idea and details <b>Strategy:</b> Summarize	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7g) Summarize stories and events with beginning, middle, and end in the correct sequence.</b> <b>2.8f) Identify the main idea (EK using details for support)</b>
<b>Vocabulary:</b> Suffix - ly	<b>2.6b Use knowledge of prefixes and suffixes.</b> <b>EKb Identify and recognize meanings of common prefixes and suffixes (e.g., un-, re-, mis-, dis-, -y, -ly, -er, -ed, -ing, -est, -ful, -less, -able)</b>
<b>Grammar:</b> Using Proper Nouns	<b>2.11c Capitalize all proper nouns and the word I.</b> <b>EKc Capitalize the word I, all proper nouns, and words at the beginning of sentences</b>
<b>Writing:</b> Persuasive essay	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) <b>2.10b Identify audience and purpose</b> <b>2.10 g Write to express an opinion and provide a reason for support.</b>

## Lesson 15: Officer Buckle and Gloria and Safety at Home

**Essential Question:** What might cause a story character to change?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Syllables in spoken words	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words



Picture Cards: boat and house	<b>Words:</b> rainbow/raindrop, sunlight/sunset, upstairs/downstairs, boathouse, seashell, playground, cupcake <b>Sentence:</b> T393-T394
<b>Comprehension:</b> <b>Skill:</b> Cause and Effect <b>Strategy:</b> Monitor /Clarify	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions
<b>Vocabulary:</b> Dictionary entry	<b>2.6e Use word-reference materials including dictionaries, glossaries and indices.</b> <b>2.10EK Consult reference materials to check and correct spelling</b>
<b>Grammar:</b> Abbreviations	<b>2.11g Use knowledge of simple abbreviations.</b> <b>EKg Identify simple abbreviations, including those for titles (e.g., <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, and <i>Dr.</i>), calendar words (e.g., <i>Jan.</i>, <i>Feb.</i>, <i>Mon.</i>, <i>Tue.</i>), and address words (e.g., <i>St.</i>, <i>Rd.</i>)</b>
<b>Writing:</b> Persuasive essay	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK)  <b>2.10b Identify audience and purpose</b> <b>2.10 g Write to express an opinion and provide a reason for support.</b>
<b>Other:</b>	<b>Benchmark #3:</b>

## Lesson 16: Mr. Tanen’s Tie Trouble and Playground Fun!

**Essential Question:** When might a character need help solving a problem?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Syllables in spoken words Picture/Word Card:	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> wanted, jumped, waited, clapped, dig/digging, drop/dropped, packing, grabbe

dig	<b>Sentence:</b> T19-T20
<b>Comprehension:</b> <b>Skill:</b> Story Structure  <b>Strategy:</b> Infer/Predict	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7d) Describe characters, setting, and plot events in fiction poetry. (traits, feelings, actions, and important plot events using details</b> <b>2.7e) Identify the conflict and resolution (in fictional texts)</b> <b>2.7a and 2.8b) Make and confirm predictions (before/during/after)</b>
<b>Vocabulary:</b> Homographs	
<b>Grammar:</b> Pronouns	<b>2.11d Use singular and plural nouns and pronouns.</b>
<b>Writing:</b> Fictional narrative paragraph	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) <b>2.10EK Begin to compose, organize, and format paragraphs</b> <b>2.10e Organize writing to include a beginning, middle, and end</b> <b>EKe Write narratives describing events with details, sequence, and a closure</b>

## Lesson 17: Luke Goes to Bat and Jackie Robinson

**Essential Question:** What words show the order of events in a story?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Segment phonemes Card: ice cream	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> kid/kind, fin/find, kit/kite, night, right, tie, trying <b>Sentences:</b> T115-T116

<p><b>Comprehension Skill:</b> Sequence of Events <b>Strategy:</b> Visualize</p>	<p>2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.</p> <p>2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>EK- use knowledge of transition words (e.g., first, next, and soon), to understand how information is organized in sequence</b></p>
<p><b>Vocabulary:</b> Antonyms</p>	<p><b>2.6c) Use knowledge of antonyms and synonyms</b> <b>EK supply synonyms and antonyms for a given word, use knowledge of antonyms when reading</b></p>
<p><b>Grammar:</b> Subject-Verb agreement Irregular Plural Nouns</p>	<p><b>2.11EK Use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, fish</i>)</b></p>
<p><b>Writing:</b> Fictional narrative paragraph</p>	<p>All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) <b>2.10EK Begin to compose, organize, and format paragraphs</b> <b>2.10e Organize writing to include a beginning, middle, and end</b> <b>EKe Write narratives describing events with details, sequence, and a closure</b></p>

## Lesson 18: My Name is Gabriela and Poems about Reading and Writing

**Essential Question:** What makes a character interesting?

<p><b>Communication and Multimodal Literacies</b></p>	<p>All 2.1 standards listed above</p>
<p><b>Phonemic Awareness and Letter Sound Card:</b> Identify sound placement Card: eagle</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words</p> <p><b>Words:</b> mean, puppy, silly, steam, eat, baby, penny, city, tiny <b>Sentences:</b> T211-T212</p>

<b>Comprehension:</b> <b>Skill:</b> Understanding characters <b>Strategy:</b> Analyze/Evaluate	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7d) Describe characters, setting, and plot events in fiction and poetry (traits, feelings, and actions)</b>
<b>Vocabulary:</b> Suffixes - y and -ful	<b>2.11b Use knowledge of prefixes and suffixes</b> <b>EKb Identify and recognize meanings and use prefix/suffix to decode of common prefixes and suffixes (e.g., un-, re-, mis-, dis-, -y, -ly, -er, -ed, -ing, -est, -ful, -less, -able)</b>
<b>Grammar:</b> The verb - be	<b>2.11h Use past and present verbs</b>
<b>Writing:</b> Fictional narrative descriptive paragraph	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) <b>2.10EK Begin to compose, organize, and format paragraphs</b> <b>2.10e Organize writing to include a beginning, middle, and end</b> <b>EKe Write narratives describing events with details, sequence, and a closure</b> <b>2.10h Expand writing to include descriptive detail.</b> <b>EKh Describe events, ideas, and personal stories with descriptive details</b> <b>EKh Use adjectives to elaborate and expand simple sentences</b>
<b>Other:</b>	<b>Practice Test: Sally is a Sea Turtle</b>

## Lesson 19: The Signmaker's Assistant and The trouble with Signs

**Essential Question:** What can you learn from signs in your community?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above <b>2.2b) Create and participate in oral dramatic activities. (dramatize familiar stories (e.g., plays, skits, reader's theater)</b>
<b>Phonemic Awareness and Letter Sound Card:</b> Substitute Phonemes Card: art	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> cat/cart, stay/star, back/bark, sharp, park, party, yarn, market <b>Sentences:</b> T307-T308
<b>Comprehension:</b> <b>Skill:</b> Text and	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.

<p>Graphic Features</p> <p><b>Strategy:</b> Question</p>	<p>2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions</p> <p><b>2.8a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps</b></p> <p><b>EK use text features to make, revise, and confirm predictions, locate information, and answer questions</b></p> <p><b>2.8e) EK ask and answer questions about what is read to demonstrate understanding</b></p>
<p><b>Vocabulary:</b></p> <p>Synonyms</p>	<p>2.6 c)Use knowledge of antonyms and synonyms</p> <p><b>EK supply synonyms and antonyms for a given word, use knowledge of synonyms when reading</b></p>
<p><b>Grammar:</b></p> <p>Commas in Dates and Places</p>	<p>2.11i Use commas in salutation and closing of a letter. (e.g., <i>Dear Tyrell,</i> ) (e.g., <i>Sincerely</i>)</p>
<p><b>Writing:</b> Fictional narrative</p>	<p>All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK)</p> <p><b>2.10EK Begin to compose, organize, and format paragraphs</b></p> <p><b>2.10e Organize writing to include a beginning, middle, and end</b></p> <p><b>EKe Write narratives describing events with details, sequence, and a closure</b></p> <p><b>2.10h Expand writing to include descriptive detail.</b></p> <p><b>EKh Describe events, ideas, and personal stories with descriptive details</b></p> <p><b>EKh Use adjectives to elaborate and expand simple sentences</b></p>

## Lesson 20: Dex: The Heart of a Hero and Heroes Then and Now

**Essential Question:** How can stories be alike and different?

<p><b>Communication and Multimodal Literacies</b></p>	<p>All 2.1 standards listed above</p>
<p><b>Phonemic Awareness and Letter Sound Card:</b></p> <p>Substitute Phonemes Card: orange</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words</p> <p><b>Words:</b> barn/born, fake/fork, car/core, corn, more, score, porch, shore</p> <p><b>Sentences:</b> T403-T404</p>
<p><b>Comprehension:</b></p> <p><b>Skill:</b> Compare and</p>	<p>2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.</p>

<b>Contrast Strategy:</b> Monitor/Clarify	2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions
<b>Vocabulary:</b> Prefix - over	<b>2.6b Use knowledge of prefixes and suffixes.</b> <b>EKb Identify and recognize meanings of common prefixes and suffixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>)</b>
<b>Grammar:</b> Commas in a series	2.11i Use commas in salutation and closing of a letter. (e.g., <i>Dear Tyrell</i> , ) (e.g., <i>Sincerely</i> ) <b>2.10EK Avoid stringing ideas together with <i>and</i> or <i>then</i>.</b>
<b>Writing:</b> Fictional narrative	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) <b>2.10EK Begin to compose, organize, and format paragraphs</b> <b>2.10e Organize writing to include a beginning, middle, and end</b> <b>EKe Write narratives describing events with details, sequence, and a closure</b> <b>2.10h Expand writing to include descriptive detail.</b> <b>EKh Describe events, ideas, and personal stories with descriptive details</b> <b>EKh Use adjectives to elaborate and expand simple sentences</b>
<b>Other:</b>	<b>Benchmark Test #4</b>

## Lesson 21: Penguin Chick and Animal Poems

**Essential Question:** How do you know which facts are important?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Substitute phonemes Card: bird	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> head/herd, barn/burn, goal/girl, pack/perk, term, fern, mermaid <b>Sentences:</b> T19-T20
<b>Comprehension Skill:</b> Main Idea and Details	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.

<b>Strategy:</b> Infer/Predict	2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7a and 2.8b Use details/text features from the text to confirm and revise predictions made before, during, and after reading</b> <b>2.8f) identify main idea (EK using details for support)</b>
<b>Vocabulary:</b> Dictionary Entry	<b>2.6e Use word-reference materials including dictionaries, glossaries and indices.</b> <b>2.10EK Consult reference materials to check and correct spelling</b>
<b>Grammar:</b> What is an Adjective?	<b>2.6d Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts</b> <b>EKd Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as <i>slender, thin, scrawny</i>; closely related verbs such as <i>look, peek, glance</i>)</b> <b>2.11k Use adjectives correctly.</b> <b>2.10 EKh Use adjectives to elaborate and expand simple sentences</b>
<b>Writing:</b> Problem-Solution paragraph	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) <b>2.10EK Begin to compose, organize, and format paragraphs</b> <b>2.10i Revise writing for clarity.</b> <b>EKi Strengthen writing as needed by revising writing, staying on topic, and including details</b>

## Lesson 22: The Stories Julian Tells

**Essential Question:** What can you learn from a character's words and actions?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Rhyme and Meaning Card:	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> meat/meet, week/weak/peak, see/be/bee, tail/tale, rode/road, fir/fur <b>Sentences:</b> T115-T116
<b>Comprehension:</b> <b>Skill:</b> Understanding Characters <b>Strategy:</b> Question	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions

	<p><b>2.7d) Describe characters, <del>setting, and plot events</del> in fiction and poetry (traits, feelings, and actions)</b>  <b>2.7c and 2.8e) Ask and answer questions using text as support</b></p>
<p><b>Vocabulary:</b>  <del>Idioms</del> Indices</p>	<p><b>2.6e Use word-reference materials including dictionaries, glossaries and indices.</b>  <b>2.10EK Consult reference materials to check and correct spelling</b></p>
<p><b>Grammar:</b>  Using Adjectives</p>	<p><b>2.6d Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts</b>  <b>EKd Discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as <i>slender, thin, scrawny</i>; closely related verbs such as <i>look, peek, glance</i>)</b>  <b>2.10h Expand writing to include descriptive detail.</b>  <b>EKh Use adjectives to elaborate and expand simple sentences</b>  <b>2.11k Use adjectives correctly.</b></p>
<p><b>Writing:</b>  Compare and Contrast Paragraph</p>	<p>All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK)  2.10i Revise for clarity: Consult reference materials to check and correct spelling  <b>2.10EK Begin to compose, organize, and format paragraphs</b>  <b>2.10f Write facts about a subject to support a main idea.</b></p>

## Lesson 23: The Goat in the Rug and Basket Weaving

**Essential Question:** What helps you make a decision about a character?

<p><b>Communication and Multimodal Literacies</b></p>	<p>All 2.1 standards listed above</p>
<p><b>Phonemic Awareness and Letter Sound Card:</b>  Syllables in Spoken words  Card:</p>	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.  a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes  d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> quietly, helpful, hairy, gently, sadly, hopeful, softly, sandy  <b>Sentences:</b> T211-T212</p>
<p><b>Comprehension:</b>  <b>Skill:</b> Conclusions  <b>Strategy:</b>  Summarize</p>	<p>2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions  <b>2.7g) Summarize stories and events with beginning, middle, and end in the correct sequence</b></p>



	<b>2.7h and 2.8g) Draw conclusions based on the text</b>
<b>Vocabulary:</b> Multiple-Meaning words	<b>2.5b Use knowledge of sentence structure to determine the meaning of unknown words.</b> <b>EKb Determine which of the multiple meanings of a word in context makes sense</b>
<b>Grammar:</b> Irregular Verbs	(2.11j Use past and present verbs.)
<b>Writing:</b> Informational Paragraph explanation	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) 2.10i Revise for clarity: Consult reference materials to check and correct spelling <b>2.10EK Begin to compose, organize, and format paragraphs</b> <b>2.10EK Use time-order words, such as first, next, then, and last, to sequence and organize writing</b>
<b>Other:</b>	<b>Practice Test: Cat (Poetry)</b>

## Lesson 24: Half-Chicken and The Lion and the Mouse

**Essential Question:** How can one event in a story cause another to happen?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Syllables in spoken words	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> relo, misbehave, unpack, prepay, remix, unload, mistreat <b>Sentences:</b> T301-T302
<b>Comprehension:</b> <b>Skill:</b> Cause and Effect <b>Strategy:</b> Visualize	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions

<b>Vocabulary:</b> Antonyms	<b>2.6c) Use knowledge of antonyms and synonyms</b> <b>EK supply synonyms and antonyms for a given word, use knowledge of antonyms when reading</b>
<b>Grammar:</b> Irregular Action Verbs	(2.11j Use past and present verbs.)
<b>Writing:</b> Research Report	<b>2.12a-f The student will conduct research by using available resources to gather information and answer questions to complete a research product. (Look at standards that are attached to the document)</b>

## Lesson 25: How Groundhog's Garden Grew and Super Soil

**Essential Question:** What steps would you take to plant a garden?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Substitute phonemes Card: saw	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> fan/fawn, lunch/launch, boat/bought, flow/flow, jaw, fault, caution, chalk <b>Sentences:</b> T403-T404
<b>Comprehension:</b> <b>Skill:</b> Sequence of events <b>Strategy:</b> Monitor/Clarify	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7 EK: Begin to use knowledge of transition words to understand how information is organized</b>

<b>Vocabulary:</b> Using Context	<b>2.5a) Use information and context clues in the story to read words.</b> <b>EK- use surrounding words in a sentence to determine the meaning of a word</b>
<b>Grammar:</b> More Irregular Action Verbs	(2.11j Use past and present verbs.)
<b>Writing:</b> Research Report	<b>2.12a-f The student will conduct research by using available resources to gather information and answer questions to complete a research product. (Look at standards that are attached to the document)</b>
<b>Other:</b>	<b>Benchmark Test #5</b>

## Lesson 26: The Mysterious Tadpole and From Eggs to Frogs

**Essential Question:** Why is it helpful to know the setting of a story?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Segment Phonemes Card: moon	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> moon, soon, not, new, boot, true, crew, soup <b>Sentences:</b> T19-T20
<b>Comprehension:</b> <b>Skill:</b> Story Structure <b>Strategy:</b> Infer/Predict	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7a and 2.8b) make and confirm predictions (EK: Use details to confirm and revise predictions made before, during, and after reading)</b> <b>2.7d) describe characters, setting, and plot events in fiction and poetry (traits, feelings, and actions)</b>

	<b>2.7e) Identify the conflict and resolution</b> <b>EK: describe the characters, setting, and important plot events using details</b>
<b>Vocabulary:</b> Multiple-Meaning Words	<b>2.5b Use knowledge of sentence structure to determine the meaning of unknown words.</b> <b>EKb Determine which of the multiple meanings of a word in context makes sense</b>
<b>Grammar:</b> Contractions	<b>2.6EK Demonstrate an understanding of the meaning of contractions</b> <b>2.11e Use apostrophes in contractions <del>and possessives</del>. (to form contractions)</b>
<b>Writing:</b> Poem	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) 2.10i Revise for clarity: Consult reference materials to check and correct spelling <b>2.10b Identify audience and purpose.</b> <b>EKb Identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions)</b>

## Lesson 27: The Dog That Dug for Dinosaurs and La Brea Tar Pits

**Essential Question:** How do you know if something is a fact or an opinion?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above <b>2.2b) Create and participate in oral dramatic activities. (dramatize familiar stories (e.g., plays, skits, reader's theater)</b>
<b>Phonemic Awareness and Letter Sound Card:</b> Match Phonemes Card: cook	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words <b>Words:</b> book/look/boot, foot/food/cook, drew/hook/grew, good, foot, took, stood, brook <b>Sentences:</b> T115-T116
<b>Comprehension:</b> <b>Skill:</b> Fact and Opinion <b>Strategy:</b> Question	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions. 2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7c and 2.8e) ask and answer questions using the text as support</b>
<b>Vocabulary:</b> Synonyms	2.6 c)Use knowledge of antonyms and synonyms <b>EK supply synonyms and antonyms for a given word, use knowledge of synonyms when reading</b>

<b>Grammar:</b> What is an Adverb?	<b>2.6b Use knowledge of prefixes and suffixes.</b> <b>EKb Identify and recognize meanings of common prefixes and suffixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>)</b>
<b>Writing:</b> Opinion Paragraph	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) 2.10i Revise for clarity: Consult reference materials to check and correct spelling  <b>2.10g Write to express an opinion and provide a reason for support.</b> <b>2.10EK Begin to compose, organize, and format paragraphs</b>

## Lesson 28: Working in Space and Space Poems

**Essential Question:** What can you learn from headings and captions?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Blend Phonemes Card: owl	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> gown, shout, frown, round, owl, town, loud, mouth, tower <b>Sentences:</b> T211-T212
<b>Comprehension:</b> <b>Skill:</b> Text and Graphic Features <b>Strategy:</b> Analyze/Evaluate	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.8a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps</b> <b>EK use text features to make, revise, and confirm predictions, locate information, and answer questions</b>
<b>Vocabulary:</b> Classify/Categorize	

<b>Grammar:</b> Possessive Nouns	<b>2.6EK Demonstrate an understanding of what the apostrophe signifies in singular possessive words</b> <b>2.11EK Use apostrophes to form <del>contractions</del> and common singular possessives</b>
<b>Writing:</b> Response Paragraph	All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK) 2.10i Revise for clarity: Consult reference materials to check and correct spelling <b>2.10g Write to express an opinion and provide a reason for support.</b> <b>2.10EK Begin to compose, organize, and format paragraphs</b> 2.10i Revise writing for clarity. EKi Strengthen writing as needed by revising writing, staying on topic, and including details
<b>Other:</b>	<b>Practice Test: Lizard and Turtle</b>

## Lesson 29: Two of Everything and Stone Soup

**Essential Question:** What clues help you understand a story character?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Syllables in Spoken Words Card: acorn and ice cream	2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words  <b>Words:</b> table, cradle, crying, timeout, gateway, raisins, baseball, climate, trying, spaceship <b>Sentences:</b> T305-T306
<b>Comprehension:</b> <b>Skill:</b> Understanding Characters <b>Strategy:</b> Summarize	2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.  2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions <b>2.7d) Describe characters, setting, and plot events in fiction and poetry (traits, feelings, and actions)</b> <b>2.7g) Summarize stories and events with beginning, middle, and end in the correct sequence</b>
<b>Vocabulary:</b> Antonyms	<b>2.6c) Use knowledge of antonyms and synonyms</b> <b>EK supply synonyms and antonyms for a given word, use knowledge of antonyms when reading</b>
<b>Grammar:</b>	<b>2.12d Use <del>singular and plural nouns and pronouns.</del></b>

<b>Possessive Pronouns</b>	
<b>Writing:</b> Response Essay	<p>All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK)  2.10i Revise for clarity: Consult reference materials to check and correct spelling</p> <p><b>2.10g Write to express an opinion and provide a reason for support.</b>  <b>2.10EK Begin to compose, organize, and format paragraphs</b>  <b>2.10i Revise writing for clarity.</b>  <b>EKi Strengthen writing as needed by revising writing, staying on topic, and including details</b></p>

### Lesson 30: Now & Ben and A Model Citizen

**Essential Question:** How is life now the same as and different from life long ago?

<b>Communication and Multimodal Literacies</b>	All 2.1 standards listed above
<b>Phonemic Awareness and Letter Sound Card:</b> Syllables in Spoken Words Card: ocean and eagle	<p>2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.</p> <p>a)count phonemes within one-syllable words b)blend sounds to make one-syllable words c)segment words into phonemes d)add or delete phonemes to make words e)blend and segment multisyllabic words</p> <p><b>Words:</b> joker, gopher, hopeless, soapsuds, notepad, yellow, colder, sweetest  <b>Sentences:</b> T401-T402</p>
<b>Comprehension:</b> <b>Skill:</b> Compare and Contrast <b>Strategy:</b> Visualize	<p>2.7 Fiction- Set purpose for reading, use title to generate ideas about text, predict, connect, question, discuss story structure and how illustrations/images contribute/clarify text, identify theme, summarize, and draw conclusions.</p> <p>2.8 Non-Fiction- Students will preview/use text features, predict, set purpose, use background knowledge, question, identify main idea, and draw conclusions</p>
<b>Vocabulary:</b> <b>Dictionary</b>	<p><b>2.6e Use word-reference materials including dictionaries, glossaries and indices.</b>  <b>2.10EK Consult reference materials to check and correct spelling</b></p>
<b>Grammar:</b> What is a Preposition? and	<p><b>2.10EK Produce and expand complete simple and compound sentences (e.g., <i>The girl listened to the music. The little girl listened to the loud music.</i>)</b></p>

<b>Compound sentences</b>	
<b>Writing:</b> Response to Literature	<p>All of 2.10 as listed above and consult reference materials to check and correct spelling (2.10EK)  2.10i Revise for clarity: Consult reference materials to check and correct spelling</p> <p><b>2.10g Write to express an opinion and provide a reason for support.</b>  <b>2.10EK Begin to compose, organize, and format paragraphs</b>  <b>2.10i Revise writing for clarity.</b>  <b>EKi Strengthen writing as needed by revising writing, staying on topic, and including details</b></p>
<b>Other:</b>	Benchmark Test #6