

Scope and Sequence for Grade 2 ELA

Trimester 1			
Unit		Instructional Days	Essential questions
		65 Days	
Trimester 1			
Trimester 1, Unit 1	Reading (Wonders) Week One (Days 1-5. Refer to Unit 1 Teacher guide pages T20-T21) Standards addressed-RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7 Content addressed-Recount stories and fables, describe how characters in the story respond to major events and challenges, describe the beginning and end of the story, point of view of characters, use information gained from illustrations and words to understand character, setting, plot Week Two (Days 6-10. Refer to Unit 1 Teacher Guide page T22-T23) Standards addressed-RI.2.1, RI.2.5, RL.2.3, RL.2.5, RL.2.7 Content addressed-5ws, text features, describe how characters respond, describe the beginning and end of the story, use information gained from illustrations and words to understand character, setting, plot Week Three (Days 1-5. Refer to Unit 1 Teacher Guide T176-T177) Standards addressed- RI.2.1, RL.2.1, RL.2.3, RL.2.7 Content addressed-5ws, describe how characters respond to major events, use information gained from illustrations and words to understand character, setting, plot Week Four (Days 6-10 Refer to Unit 1 Teacher Guide T178-T179) Standards addressed- RI.2.1, RL.2.1, RL.2.2, RL.2.3, RL.2.7 Content addressed- 5WS, recount stories and fables, describe how characters in the story respond to major events and challenges Week Five (Day 1-5 Refer to Unit 1 Teacher Guide T332-T333) Standards addressed- RI.2.1, RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RL.2.1 Content addressed- 5Ws, identify the main topic of a multiparagraph text, nonfiction text features, identify the main purpose of a text, explain how images contribute and clarify a text, describe how reasons support specific points the author makes in a text.	28 Days	Reading- Week One RL.2.2 -How does recounting the details of a story help me understand the author's message? -How do events in the story contribute to the message? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.5 -How does the text structure help me understand the text? -Why does the structure of the text matter? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? Week Two RI.2.1 -How does asking and answering questions help me understand the details of a text? RI.2.5 -How can you use text features to help you find information in a text? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.5 -How does the text structure help me

	Week Six (Days 1-5. Refer to Unit 1 Teacher Guide pages T441) Unit Assessments <u>Word Work/Spelling</u> Week One (Days 1-5. Refer to Unit 1 Teacher Guide pages T20-T21) Standards addressed-RF.2.3,RF.2.3a,RF.2.3d,RF.2.f,RF.2.3f,RF.2.4,RF.2.4a Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words, Distinguish long and short vowels when reading regularly spelled one-syllable words, Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding. Week Two (Days 1-5. Refer to Unit 1 Teacher Guide pages T22-T23) Standards addressed-RF.2.3,RF.2.3a,RF.2.3d,RF.2.f,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words, Distinguish long and short vowels when reading regularly spelled one-syllable words, Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Week Three (Days 1-5. Refer to Unit 1 Teacher Guide pages T176-T177) Standards addressed-RF.2.3,RF.2.3f,RF.2.4,RF.2.4a Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding. Week Four (Days 1-5. Refer to Unit 1 Teacher Guide pages T178-T179) Standards addressed-RF.2.3,RF.2.3a,RF.2.3d,RF.2.f,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words, Distinguish long and short vowels when reading regularly spelled one-syllable words, Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on	understand the text? -Why does the structure of the text matter? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? Week Three RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? Week Four RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.2 -Why is using key details from the story important in retelling the story? RL.2.3 -How does a character respond to major events and challenges in the story? -Why does the structure of the text matter? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? Week Five RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RI.2.2 -Why is identifying the main topic from the text important? -Why is being able to identify the main topic an
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successive readings. Week Five(Days 1-5. Refer to Unit 1 Teacher Guide pages T332-T333) Standards addressed-RF.2.3,RF.2.3a,RF.2.3d,RF.2.f,RF.2.3f,RF.2.4, RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words, Distinguish long and short vowels when reading regularly spelled one-syllable words, Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Week Six (Days 1-5. Refer to Unit 1 Teacher Guide pages T441) Unit Assessments <u>Language (Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5. Statements and questions- Unit 1 Teacher Guide T64-T65 & vocabulary-T34-T35, T72-T73-implement as outlined on T20-T21) Standards Addressed-L.2.1, L.2.2, L.2.2d (Unit 1, statements and questions) L.2.4, L.2.4a, L.2.4c, L.2.5, L.2.6 (Unit 1, vocabulary) Content addressed- Demonstrates the command of conventions with capitalization, punctuation and spelling, determine meaning of newly introduced vocabulary. Week Two (Days 6-10. Commands and Exclamations- Unit 1 Teacher Guide T66-T67 & expand vocabulary-T72-T73) Standards Addressed-L.2.1, L.2.2, L.2.2d (Unit 1, commands and exclamations) L.2.4, L.2.4a, L.2.4c, L.2.6 (Unit 1, expand vocabulary) Content addressed- Demonstrates the command of conventions with capitalization, punctuation and spelling, determine meaning of newly introduced vocabulary. Week Three (Days 1-5. Subjects in sentences- Unit 1 Teacher Guide T220-T221 & vocabulary- T190-T191, T228-T229, implement as outlined on T176-T177) Standards addressed-L.2.1, L.2.1f, L.2.2 (Unit 1, subjects in sentences) L.2.4, L.2.4a-c, e, L.2.5, L.2.6 (Unit 1, vocabulary) Content addressed-sentence subjects, determine meaning of newly introduced vocabulary	important skill for readers? RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts? RI.2.7 -How can illustrations help me understand information? RI.2.8 -What are the reasons that support the specific points the author makes in a text and why is this important to know? <u>Word Work/Spelling</u> Week One, Week Two, Week Three, Week Four, Week Five, Week Six RF.2.3 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? RF.2.4 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? <u>Language (grammar and vocabulary)</u> Week One, Week Two, Week Three, Week Four, Week Five L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns?
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	Week Four (Days 6-10. Predicates in sentences- Unit 1 Teacher Guide T222-223 & expand vocabulary T228-T229) Standards addressed- L.2.1, L.2.1f, L.2.2 (Unit 1, predicates in sentences) L.2.4, L.2.4a-c, e, L.2.5 (Unit 1, expand vocabulary) Contents addressed-sentence subjects, determine meaning of newly introduced vocabulary Week Five (Days 1-5. Expanding and combining sentences T370-T371 & vocabulary- T342-T343, T374-T375, implement as outlined on T332-T333) Standards addressed- L.2.1f (Unit 1, expanding & combining sentences) L.2.4, L.2.4a, L.2.5, L.2.5b, L.2.6 (Unit 1, vocabulary/synonyms) Content addressed- produce, expand and rearrange complete simple and compound sentences, determine or clarify the meaning of unknown and multi meaning words, use sentence level context as a clue to determine meaning, demonstrate understanding of word relationships (synonyms), use words and phrases acquired through conversations Week Six (Days 1-5. Refer to Unit 1 Teacher Guide pages T441) Unit Assessments Writing Week One (Days 1-5. Refer to Unit 1 Teacher Guide pages T20-T21) Standards addressed-W.2.2,W.2.7 Content addressed-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section, Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Week Two (Days 1-5. Refer to Unit 1 Teacher Guide pages T22-T23) Standards addressed-W.2.2,W.2.3,W.2.5,W.2.6,W.2.8 Content addressed-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section,Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure,With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question	Writing Week One W.2.2 -How can I use facts to write an informational piece? W.2.7 -How can I contribute to a shared research project? Week Two W.2.2 -How can I use facts to write an informational W.2.3 -How can I include details to express an event in order? W.2.5 -How can answering questions from others help improve my writing? W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.8 -How can I gather information to answer a question? Week Three W.2.5 -How can answering questions from others help improve my writing? W.2.8 -How can I gather information to answer a question? Week Four W.2.2 -How can I use facts to write an informational W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.8 -How can I gather information to answer a
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	Week Three (Days 1-5. Refer to Unit 1 Teacher Guide pages T176-T177) Standards addressed-W.2.5,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,Recall information from experiences or gather information from provided sources to answer a question. Week Four (Days 1-5. Refer to Unit 1 Teacher Guide pages T178-T179) Standards addressed-W.2.5,W.2.6,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question. Week Five(Days 1-5. Refer to Unit 1 Teacher Guide pages T332-T333) Standards addressed-W.2.5,W.2.7,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question. Week Six (Days 1-5. Refer to Unit 1 Teacher Guide pages T441) Unit Assessments <u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed- SL.2.1, SL.2.1a, SL.2.2 Content addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed upon rules for discussion, recount or describe key details from a text read aloud. Week Two (Days 6-10) Standards addressed- SL.2.1, SL.2.2, SL.2.4 Content addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, recount or describe key details from a text read aloud, tell a story or recount an experience with appropriate facts or details	question? Week Five W.2.5 -How can answering questions from others help improve my writing? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL 2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? Week Two SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? SL 2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.4 -Why is it important to describe people, places, things, and events with details? -How can I speak clearly in sentences that make sense to the listener? Week Three SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? SL.2.3
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	Week Three (Days 1-5) Standards addressed- SL.2.1a, SL.2.1c, SL.2.3 Content addressed- Follow agreed upon rules for discussion, ask for clarification and further explanation as needed, ask and answer questions about what a speaker says. Week Four (Day 6-10) Standards Addressed- SL.2.1, SL.2.1a, SL.2.1c, SL.2.2, SL.2.4 Content addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed upon rules for discussion, recount or describe key ideas or details, ask for clarification and further explanation as needed, recount or describe key ideas or details from a text read aloud, tell a story or recount experience with appropriate facts or details Week Five (Days 1-5) Standards Addressed- SL.2.1, SL.2.1a, SL.2.1c, SL.2.3 Content Addressed- Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed upon rules for discussion, ask for clarification and further explanation as needed, ask and answer questions about what a speaker says in order to clarify comprehension. Grade 2 Unit Assessments		-How does asking and answering questions help me understand the message of the speaker? Week Four SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.4 -Why is it important to describe people, places, things, and events with details? -How can I speak clearly in sentences that make sense to the listener? Week Five SL.2.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.2.3 -How does asking and answering questions help me understand the message of the speaker?
Trimester 1, Unit 2	Reading (Wonders) Week One (Days 1-5. Refer to Unit 2 Teacher guide page T20-T21) Standards addressed-RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RL.2.1 Content addressed-Identify the main topic of a multiparagraph text, know and use various text features, identify the main purpose of a text, explain how specific images contribute to and clarify a text, describe how reasons support specific points the author makes in a text, compare and contrast, 5Ws Week Two (Days 6-10. Refer to Unit 2 Teacher Guide page T22-T23) Standards addressed-RI.2.2, RI.2.3, RI.2.5, RI.2.7, RI.2.8, RI.2.9, RL.2.1 Content addressed-Identify the main topic of a multiparagraph text, describe the connection between a series of historical events, scientific ideas or steps in technical procedures, know and use various text features, explain how specific images contribute to and clarify a text, describe how reasons support specific points the author makes in a text, compare and contrast, 5Ws	29 Days	Reading Week One RI.2.2 -Why is identifying the main topic from the text important? -Why is being able to identify the main topic an important skill for readers? RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts? -What is the main purpose of the text? RI.2.7 -How can illustrations help me understand information?

	Week Three (Days 1-5. Refer to Unit 2 Teacher Guide pages T176-177) Standards addressed- RI.2.1, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7 Content addressed-5Ws, recount stories including fables and folktales, describe how characters in a story respond to major events, describe the overall structure of a story, use information gained from the illustrations Week Four (Days 6-10. Refer to Unit 2 Teacher Guide pages T178-179) Standards addressed-RI.2.1, RI.2.6, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.9 Content addressed- 5Ws, identify the main purpose of a text, recount stories including fables and folktales, describe how characters in a story respond, describe the overall structure of a story, use information gained from the illustrations, compare and contrast Week Five (Days 1-5. Refer to Unit 2 Teacher Guide pages T332-333) Standards Addressed-RI.2.1, RI.2.4, RL.2.1, RL.2.4, RL.2.7 Content addressed- 5Ws, Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, Know and use various text features, Identify the main purpose of a text, including what the author wants to answer, explain, or describe, Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, Describe how reasons support specific points the author makes in a text Week Six (Days 1-5. Refer to Unit 2 Teacher Guide pages T441) Unit Assessments <u>Word Work/Spelling</u> Week One (Days 1-5. Refer to Unit 2 Teacher Guide pages T20-T21) Standards addressed-RF.2.3,RF.2.3a,RF.2.3d,RF.2.3f,RF.2.4,RF.2.4a,RF2.4.b, RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words, Distinguish long and short vowels when reading regularly spelled one-syllable words,Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words, Read with sufficient accuracy and fluency to support comprehension, Read on-level text with purpose and understanding, Read on-level text orally with accuracy, appropriate rate, and expression on successive readings, Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RI.2.8 -How does an author support what they say in the text? RI.2.9 -How can I compare two texts on the same topic? RL.2.1 -How does asking and answering questions help me understand the details of a text? Week Two RI.2.2 -Why is identifying the main topic from the text important? -Why is being able to identify the main topic an important skill for readers? RI.2.3 -How can making connections help understand informational text? RI.2.5 -How can you use text features to help you find information in a text? RI.2.7 -How can illustrations help me understand information? RI.2.8 -How does an author support what they say in the text? RI.2.9 -How can I compare two texts on the same topic? RL.2.1 -How does asking and answering questions help me understand the details of a text? Week Three RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.2 -How does recounting the details of a story help me understand the author's message? -How do events in the story contribute to the
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	Week Two (Days 1-5. Refer to Unit 2 Teacher Guide pages T22-T23) Standards addressed-RF.2.3,RF.2.3a,RF.2.3c,RF.2.3d,RF.2.3f,RF.2.4 Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words, Distinguish long and short vowels when reading regularly spelled one-syllable words, Decode words with common prefixes and suffixes,Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words, Read with sufficient accuracy and fluency to support comprehension Week Three (Days 1-5. Refer to Unit 2 Teacher Guide pages T176-T177) StandardsAddressed-RF.2.3,RF.2.3d,RF.2.3f,RF.2.4, RF.2.4a,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,,Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words, Read with sufficient accuracy and fluency to support comprehension, Read on-level text with purpose and understanding, Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Four (Days 1-5. Refer to Unit 2 Teacher Guide pages T178-T179) Standards addressed-RF.2.3,RF.2.3d,RF.2.3f,RF.2.4, RF.2.4a,RF.2.4b,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words, Read with sufficient accuracy and fluency to support comprehension, Read on-level text with purpose and understanding, Read on-level text orally with accuracy, appropriate rate, and expression on successive readings,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings,Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Five(Days 1-5. Refer to Unit 2 Teacher Guide pages T332-T333) Standards addressed-RF.2.3,RF.2.3d,RF.2.3f,RF.2.4, RF.2.4a,RF.2.4c Content addressed-Know and apply grade-level phonics and word	message? RL.2.3 -How does a character respond to major events and challenges in the story? -Why does the structure of the text matter? RL.2.5 -How does the text structure help me understand the text? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? Week Four RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.2 -How does recounting the details of a story help me understand the author's message? -How do events in the story contribute to the message? RL.2.3 -How does a character respond to major events and challenges in the story? -Why does the structure of the text matter? RL.2.5 -How does the text structure help me understand the text? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? RL.2.9 -How can you compare and contrast characters in similar stories? Week Five RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RI.2.4 -What strategies do readers use to determine
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analysis skills in decoding words, Decode words with common prefixes and suffixes, Recognize and read grade-appropriate irregularly spelled words, Read with sufficient accuracy and fluency to support comprehension, Read on-level text with purpose and understanding, Read on-level text orally with accuracy, appropriate rate, and expression on successive readings, Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Six (Days 1-5. Refer to Unit 2 Teacher Guide pages T441) Unit Assessments <u>Language (Wonders) (grammar and vocabulary)</u> Week One (Days 1-5. Nouns-Unit 2 Teacher Guide T64-T65 & Vocabulary- T34-T35, T72-T73, implement as outlined on T20-T21) Standards addressed- L.2.1, L.2.2 (Unit 2, Nouns) L.2.4, L.2.4a-c,e, L.2.5, L.2.6 (Unit 2, Vocabulary) Content addressed- Demonstrates the command of the conventions of standard English grammar usage, demonstrate command of capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown words, use sentence level context as a clue to the meaning of a word, determine the meaning of the new word formed when a known prefix is added to a known word, use a known root word, use glossaries and beginning dictionaries, demonstrate understanding of word relationships, use words and phrases acquired through conversations Week Two (Days 6-10. Singular & Plural Nouns-Unit 2 Teacher Guide T66-T67 & Expand Vocabulary T72-T73) Standards addressed- L.2.1, L.2.2 (Unit 2, Singular & Plural Nouns) L.2.4, L.2.4a-c,e, L.2.6 (Unit 2, Expand Vocabulary) Content addressed- Demonstrates the command of the conventions of standard English grammar usage, demonstrate command of capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown words, use sentence level context as a clue to the meaning of a word, determine the meaning of the new word formed when a known prefix is added to a known word, use a known root word, use glossaries and beginning dictionaries, use words and phrases acquired through conversations Week Three (Days 1-5. Kinds of nouns-Unit 2 Teacher Guide T220-T221 & Vocabulary- T190-T191, T228-T229, implement as outlined on T176-T177) Standards addressed- L.2.1, L.2.1a,f, L.2.2, L.2.2a (Unit 2, Kinds of	unknown words RL.2.4 -How does the author's choice of words affect the meaning of the text? -How does word choice impact the overall meaning of the text? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? <u>Word Work/Spelling</u> Week One, Week Two, Week Three, Week Four, Week five RF.2.3 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? RF.2.4 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? <u>Language (grammar and vocabulary)</u> Week One L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? Week Two L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation
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	Nouns) L.2.4, L.2.4a-c,e, L.2.5, L.2.5a-b, L.2.6 (Unit 2, Vocabulary) Content addressed- Demonstrates the command of the conventions of standard English grammar usage, use collective nouns, produce, expand and rearrange complete, simple and compound sentences, demonstrate command of capitalization, punctuation, and spelling when writing, capitalize holidays and geographic names, use sentence level context as a clue to the meaning of a word, determine the meaning of the new word formed when a known prefix is added to a known word, use a known root word, use glossaries and beginning dictionaries, demonstrate understanding of word relationships, identify real life connections between words and their use, distinguish shades of meaning among closely related verbs and adjectives, use words and phrases acquired through conversations Week Four (Days 6-10. Irregular Plural Nouns-Unit 2 Teacher Guide T222-T223 & Expand Vocabulary T228-T229) Standards addressed- L.2.1b, L.2.2 (Unit 2, Irregular Plural Nouns) L.2.4a,c,e, L.2.5 (Unit 2, Expand Vocabulary) Content addressed- form and use frequently occurring irregular plural nouns, demonstrate command of capitalization, punctuation, and spelling when writing, use sentence level context as a clue to the meaning of a word, use a known root word, use glossaries and beginning dictionaries, demonstrate understanding of word relationships Week Five (Days 1-5. Possessive Nouns- Unit 2 T370-T371 & Expand Vocabulary T342-T343. T374-T375, implement as outlined on T332-T333) Standards addressed-L.2.1e, L.2.2, L.2.2c (Unit 2, Possessive Nouns) L.2.4, L.2.4a,c,d,e, L.2.5, L.2.5a,b, L.2.6 (Unit 2, Expand Vocabulary) Content addressed-use adjectives and adverbs, demonstrate command of capitalization, punctuation, use an apostrophe to form contractions and possessives, determine or clarify the meaning of unknown or multi meaning words and phrases, use sentence level context as a clue, use a known root word, use knowledge of the meaning of individual words to predict the meaning of compound words, use glossaries and beginning dictionaries to clarify the meaning words, demonstrate understanding of word relationships, identify real life connections between words, distinguish shades of meaning among closely related verbs and closely related adjectives, use words and phrases acquired through conversations Week Six (Days 1-5. Refer to Unit 2 Teacher Guide pages T441) Unit Assessments	to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? Week Three L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? Week Four L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? Week Five L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns?
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<u>Writing</u> Week One (Days 1-5. Refer to Unit 2 Teacher Guide pages T20-T21) Standards addressed-W.2.2,W.2.7,W.2.8 Content addressed-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section,Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations), Recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 2 Teacher Guide pages T22-T23) Standards addressed-W.2.2,W.2.5,W.2.8 Content addressed-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section,With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing, Recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 2 Teacher Guide pages T176-T177) Standards addressed-W.2.5,W.2.7 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing, Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations), Week Four (Days 1-5. Refer to Unit 2 Teacher Guide pages T178-T179) Standards addressed-W.2.5,W.2.6,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers, Recall information from experiences or gather information from provided sources to answer a question. Week Five(Days 1-5. Refer to Unit 2 Teacher Guide pages T332-T333) Standards addressed-W.2.7,W.2.8 Content addressed-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations), Recall information from experiences or gather information from provided sources to answer a question.	<u>Writing</u> Week One W.2.2 -How can I use facts to write an informational piece? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? Week Two W.2.2 -How can I use facts to write an informational piece? W.2.5 -With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.8 -How can I gather information to answer a question? Week Three W.2.5 -With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.7 -How can I contribute to a shared research project? Week Four W.2.5 -With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.6 -With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers W.2.8
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	Week Six (Days 1-5. Refer to Unit 2 Teacher Guide pages T441) Unit Assessments <u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed- SL.2.1a, SL.2.3 Content addressed-Follow agreed upon rules for discussion, ask and answer questions about what a speaker says Week Two (Days 6-10) Standards addressed- SL.2.1, SL.2.1a, SL.2.2 Content addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed upon rules for discussion, recount or describe key details from a text read aloud. Week Three (Days 1-5) Standards addressed- SL.2.1, SL.2.1b Content addressed- Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, build on others talk and conversations Week Four (Days 6-10) Standards addressed- SL.2.1, SL.2.1a,c, SL.2.3 Contents addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed upon rules for discussion, ask for clarification and further explanation as needed, ask and answer questions about what a speaker says Week Five (Days 1-5) Standards addressed- SL.2.1, SL.2.2, SL.2.3, SL.2.6 Contents addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, recount or describe key ideas or details from a text, ask and answer questions about what a speaker says, produce complete sentences <u>Grade 2 Unit Assessments</u> <u>R.A.C.E.S. Posters</u> <u>R.A.C.E.S. Resources</u>	-How can I gather information to answer a question? Week Five W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Two SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? Week Three SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Four SL.2.1 -Why is it important to follow rules and build
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			upon others' talk in conversations? -How can I add to a conversation? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Five SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? SL.2.6 -How can I express my ideas clearly? -Why do I need to speak in complete sentences?
		Total:65	

Trimester 2			
Unit		Instructional Days	Essential questions
		56 Days	
Trimester 2			
Trimester 2, Unit 3	<u>Reading (Wonders)</u> Week One (Days 1-5. Refer to Unit 3 Teacher guide pages T20-T21) Standards addressed-RI.2.2, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RL.2.1 Content addressed-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, identify the main purpose of a text, including what the author wants to answer, explain, or describe, explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, describe how reasons support specific points the author makes in a text, Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Week Two (Days 6-10. Refer to Unit 3 Teacher Guide page T22-T23) Standards addressed-RI.2.6, RI.2.8, RI.2.9, RL.2.1, RL.2.3 Content addressed-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, identify the main purpose of a text, including what the author wants to answer, explain, or describe, describe how reasons support specific points the author makes in a text, compare and contrast the most important points presented by two texts on the same topic, ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, describe how characters in a story respond to major events and challenges Week Three (Days 1-5. Refer to Unit 3 Teacher Guide page T176-T177) Standards addressed- RI.2.1, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RI.2.7 Content addressed-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, describe how characters in a story respond to major events and challenges, describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes	28 Days	<u>Reading- Week One</u> RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts? RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RI.2.8 -What are the reasons that support the specific points the author makes in a text and why is this important to know? RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story? <u>Week Two</u> RI.2.6 -Why do authors write informational texts? RI.2.8 -What are the reasons that support the specific points the author makes in a text and why is this important to know? RI.2.9 -How do I compare and contrast information from two texts on the same topic? How does this help me better understand the topic?

	the action, acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot Week Four (Days 6-10 Refer to Unit 3 Teacher Guide T178 and T179) Standards addressed- RI.2.1, RI.2.5, RI.2.9, RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7 Content addressed-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, compare and contrast the most important points presented by two texts on the same topic, ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, describe how characters in a story respond to major events and challenges, describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song, describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Week Five (Day 1-5 Refer to Unit 3 Teacher Guide T332-T33) Standards addressed- RI.2.2, RI.2.3, RI.2.5, RI.2.6, RI.2.7, RL2.1 Content addressed- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, identify the main purpose of a text, including what the author wants to answer, explain, or describe, Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Week Six (Days 1-5. Refer to Unit 3 Teacher Guide page T441) Unit Assessments	RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story? RL.2.3 -How does a character respond to major events and challenges in the story? Week Three RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.2 -How does recounting the details of a story help me understand the author's message? -How do events in the story contribute to the message? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.5 -How does knowing the structure of a story (beginning, middle, and end) help me as a reader? RL.2.6 -How does identifying the differences in points of view of characters help me understand narrative text? -How does recognizing differences in points of view help me read a text fluently? RL.2.7 -How can I show understanding of the characters, setting, and plot of a text? Week Four RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RI.2.5 -How can you use text features to help you find information in a text? RI.2.9
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<u>Word Work/Spelling-</u> Week One (Days 1-5. Refer to Unit 3 Teacher Guide pages T20-T21) Standards addressed-RF.2.3,RF.2.3a,RF.2.3b,RF.2.3e,RF.2.3f,RF.2.4,RF.2.4a Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Distinguish long and short vowels when reading regularly spelled one-syllable words,Know spelling-sound correspondences for additional common vowel teams,Identify words with inconsistent but common spelling-sound correspondences,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding. Week Two (Days 1-5. Refer to Unit 3 Teacher Guide pages T22-T23) Standards addressed-RF.2.3,RF.2.3a,RF.2.3b,RF.2.3e,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Distinguish long and short vowels when reading regularly spelled one-syllable words,Know spelling-sound correspondences for additional common vowel teams,Identify words with inconsistent but common spelling-sound correspondences,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Week Three (Days 1-5. Refer to Unit 3 Teacher Guide pages T176-T177) Standards addressed-RF.2.3,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings,Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Four (Days 1-5. Refer to Unit 3 Teacher Guide pages T178-T179) Standards addressed-RF.2.3,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings,Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-How do I compare and contrast information from two texts on the same topic? How does this help me better understand the topic? RL.2.2 -How does recounting the details of a folktale (fairy tales, fables) help me determine the central message, lesson, or moral? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.4 -How do authors use language to create meaning in stories, poems, and songs? RL.2.5 -How does knowing the structure of a story (beginning, middle, and end) help me as a reader? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? Week Five RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.3 -How can I describe the connection between ideas, events, or steps included in a text? RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts? RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story
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	Week Five(Days 1-5. Refer to Unit 3 Teacher Guide pages T332-T333) Standards addressed-RF.2.3,RF.2.3d,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings,Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Six (Days 1-5. Refer to Unit 3 Teacher Guide page T441) Unit Assessments <u>Language (Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5. Action Verbs,book titles-Unit 3 Teacher Guide T64-T65 & vocabulary-T34-T35, T72-T73-implement as outlined on T20-T21) Standards Addressed-L.2.1, L.2.1d, L.2.1f, L.2.2 (Unit 3, action verbs) L.2.4 (a-c, e), L.2.5, L.2.5b, L.2.6 (Unit 3, vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy), produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy), Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, Use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word relationships and nuances in word meanings, distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny, use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	<u>Word Work/Spelling</u> Week One,Week Two, Week Three, Week Four, Week Five RF.2.3 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? RF.2.4 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? <u>Language (grammar and vocabulary)</u> Week One, Week Two, Week Three, Week Four, Week Five L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? <u>Writing</u> Week One W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? Week Two W.2.2 -How can I use facts to write an informational piece? W.2.3 -How can I include details to express an event in
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	Week Two (Days 6-10 present tense verbs/commas in a series- Unit 3 Teacher Guide T66-T67 & expand vocabulary-T72-T73) Standards Addressed-L.2.1, L.2.1d, L.2.2, L.2.2d (Unit 3, Present-tense verbs, commas in a series) L.2.4, L.2.4a-c,e, L.2.5, L.2.5b (Unit 3, expand vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word relationships and nuances in word meanings, distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny) Week Three (Days 1-5. Past-tense and future-tense verbs and letter punctuation- Unit 3 Teacher Guide T220-T221 & vocabulary- T190-T191, T228-T229, implement as outlined on T176-T177) Standards addressed-L.2.1, L.2.1d, L.2.2, L.2.2d (Unit 3,past-/future-tense verbs and letter punctuation) L.2.4, L.2.4a-d, L.2.5, L.2.6 (Unit 3, vocabulary) Content addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, Use commas in greetings and closings of letters, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell, Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark, demonstrate understanding of word	order? W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.8 -How can I gather information to answer a question? Week Three W.2.3 -How can I include details to express an event in order? W.2.5 -How can answering questions from others help improve my writing? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? Week Four W.2.3 -How can I include details to express an event in order? W.2.5 -How can answering questions from others help improve my writing? W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.8 -How can I gather information to answer a question? Week Five W.2.1 -How do writers express an opinion? -How can I use evidence to support my opinion? W.2.2 -How can I use facts to write an informational piece?
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	relationships and nuances in word meanings, Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Four (Days 6-10. Subject-verb agreement and abbreviations- Unit 3 Teacher Guide T222-223 & expand vocabulary T228-T229) Standards addressed- L.2.1, L.2.1f, L.2.2 (Unit 3, subject-verb agreement and abbreviations)L.2.4, L.2.4a-d, L.2.5, L.2.6 (Unit 3, expand vocabulary) Contents addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark), demonstrate understanding of word relationships and nuances in word meanings, use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Five (Days 1-5. The Verb <i>have</i>-Unit 3 Teacher Guide T370-T371 & vocabulary- T342-T343, T374-T375, implement as outlined on T332-T333) Standards addressed- L.2.1, L.2.1d, L.2.1f, L.2.2 (Unit 3, The Verb have) L.2.4, L.2.4a-c, L.2.5, L.2.5b, L.2.6 (Unit 3, vocabulary) Content addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or	W.2.5 -How can answering questions from others help improve my writing? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Two SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? Week Three SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? SL.2.5 -How can I use audio recordings and visual displays to make my presentation more
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	phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), demonstrate understanding of word relationships and nuances in word meanings, distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny), use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Six (Days 1-5. Refer to Unit 3 Teacher Guide page T441) Unit Assessments Writing Week One (Days 1-5. Refer to Unit 3 Teacher Guide pages T20-T21) Standards addressed-W.2.7,W.2.8 Content addressed-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 3 Teacher Guide pages T22-T23) Standards addressed-W.2.2,W.2.3,W.2.6,W.2.8 Content addressed-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section, Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question Week Three (Days 1-5. Refer to Unit 3 Teacher Guide pages T176-T177) Standards addressed-W.2.3,W.2.5,W.2.7,W.2.8 Content addressed-Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure, With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing, Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from	engaging for the audience? Week Four SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Five SL.2.1 -When is an appropriate time to ask or answer questions? -How can I add to a conversation? SL.2.3 -How does asking and answering questions help me understand the message of the speaker?
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	experiences or gather information from provided sources to answer a question. Week Four (Days 1-5. Refer to Unit 3 Teacher Guide pages T178-T179) Standards addressed-W.2.3,W.2.5,W.2.6,W.2.8 Content addressed-Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure,With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question. Week Five(Days 1-5. Refer to Unit 3 Teacher Guide pages T332-T333) Standards addressed-W.2.1,W.2.2,W.2.5,W.2.7,W.2.8 Content addressed-Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section,Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section,With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question. Week Six (Days 1-5. Refer to Unit 2 Teacher Guide page T441) Unit Assessments <u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed- SL.2.1, SL.2.1a, SL.2.1b, SL.2.2, SL.2.3 Content addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed upon rules for discussion, build on others' talk in conversations by linking their comments to the remarks of others recount or describe key details from a text read aloud, Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue Week Two (Days 6-10) Standards addressed- SL.2.1 Content addressed-Students participate in collaborative conversations with		
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	diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups Week Three (Days 1-5) Standards addressed- SL.2.1, SL.2.1a, SL.2.1b, SL.2.2, SL.2.3, SL.2.5 Content addressed- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups, Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), Build on others' talk in conversations by linking their comments to the remarks of others, Recount or describe key ideas or details from a text read aloud or information presented orally or through other media, Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue, Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings Week Four (Day 6-10) Standards Addressed-SL.2.1c, SL.2.2, SL.2.3 Content addressed- Ask for clarification and further explanation as needed about the topics and texts under discussion, recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue Week Five (Days 1-5) Standards Addressed- SL.2.1, SL.2.1a, SL.2.3 Content Addressed- Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. <u>Grade 2 Unit Assessments</u>		
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Trimester 2, Unit 4	<u>Reading (Wonders)</u> Week One (Days 1-5. Refer to Unit 4 Teacher guide page T20-T21) Standards addressed-RI.2.1, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7 Content addressed-5Ws, Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, Describe how characters in a story respond to major events and challenges, Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud, Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Week Two (Days 6-10. Refer to Unit 4 Teacher Guide page T22-T23) Standards addressed-RI.2.1, RI.2.5, RI.2.7, RL.2.1, RL.2.3, RL.2.5, RL.2.6, RL.2.7 Content addressed-5Ws, Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, describe how characters in a story respond to major events and challenges, describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Week Three (Days 1-5. Refer to Unit 4 Teacher Guide pages T174-175) Standards addressed- RI.2.2, RI.2.3, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10, RL2.1 Content addressed-Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, identify the main purpose of a text, including what the author wants to answer, explain, or describe, explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, describe how reasons support specific points the author makes in a text, By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as	30 Days <u>Reading</u> Week One RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RL2.2 -How does recounting the details of a story help me understand the author’s message? -How do events in the story contribute to the message? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.5 -How does knowing the structure of a story (beginning, middle, and end) help me as a reader? RL.2.6 -How does identifying the differences in points of view of characters help me understand narrative text? -How does recognizing differences in points of view help me read a text fluently? RL.2.7 -How can I show understanding of the characters, setting, and plot of a text? Week Two RI.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RI.2.5 -How can you use text features to help you find information in a text? RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.5 -How does knowing the structure of a story (beginning, middle, and end) help me as a
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needed at the high end of the range, 5Ws Week Four (Days 6-10. Refer to Unit 4 Teacher Guide pages T176-177) Standards addressed-RI.2.2, RI.2.3, RI.2.5, RI.2.7, RI.2.9, RI.2.10, RL.2.1 Content addressed- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, compare and contrast the most important points presented by two texts on the same topic, by the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range, ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Week Five (Days 1-5. Refer to Unit 4 Teacher Guide pages T328-329-) Standards Addressed-RI.2.1, RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.7, RL.2.10 Content addressed- 5Ws, Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, describe how characters in a story respond to major events and challenges, describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot, by the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range Week Six (Days 1-5. Refer to Unit 2 Teacher Guide page T441) Unit Assessments <u>Word Work/Spelling</u> Week One (Day 1-5, Refer to Unit 4 Teacher Guide pages T20-T21) Standards addressed-RF.2.3,RF.2.3d,RF.2.3e,RF.2.3f,RF.2.4,RF.2.4a Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Decode words with common prefixes and suffixes,Identify words with inconsistent but common spelling-sound correspondences,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support	reader? RL.2.6 -How does identifying the differences in points of view of characters help me understand narrative text? -How does recognizing differences in points of view help me read a text fluently? RL.2.7 -How can I show understanding of the characters, setting, and plot of a text? Week Three RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.3 -How can I describe the connection between ideas, events, or steps included in a text? RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts? RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RI.2.8 -What are the reasons that support the specific points the author makes in a text and why is this important to know? RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story? Week Four RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.3 -How can I describe the connection between
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comprehension,Read on-level text with purpose and understanding. Week Two (Days 1-5. Refer to Unit 4 Teacher Guide pages T22-T23) Standards addressed-RF.2.3,RF.2.3b,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Know spelling-sound correspondences for additional common vowel teams,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding, Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Week Three (Days 1-5. Refer to Unit 4 Teacher Guide pages T176-T177) Standards addressed-RF.2.3,RF.2.3e,RF.2.3f,RF.2.4,RF.2.4a Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words, Identify words with inconsistent but common spelling-sound correspondences,Recognize and read grade-appropriate irregularly spelled words, Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding. Week Four (Days 1-5. Refer to Unit 4 Teacher Guide pages T178-T179) Standards addressed-RF.2.3,RF.2.3e,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Identify words with inconsistent but common spelling-sound correspondences,Recognize and read grade-appropriate irregularly spelled words, Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings,Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Five(Days 1-5. Refer to Unit 4 Teacher Guide pages T332-T333) Standards addressed-RF.2.3,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b,RF.2.4c Content addressed- Know and apply grade-level phonics and word analysis skills in decoding words,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings,Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Six(Days 1-5. Refer to Unit 4 Teacher Guide pages T441) Unit Assessments	ideas, events, or steps included in a text? RI.2.5 -How can you use text features to help you find information in a text RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RI.2.9 -How do I compare and contrast information from two texts on the same topic? How does this help me better understand the topic? RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story? Week Five RI.2.1 & RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story? RL.2.2 -How does recounting the details of a folktale (fairy tales, fables) help me determine the central message, lesson, or moral? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.4 -How do authors use language to create meaning in stories, poems, and songs? RL.2.7 -How can I show understanding of the characters, setting, and plot of a text? <u>Word Work/Spelling</u> Week One, Week Two, Week Three, Week Four, Week Five RF.2.3 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? RF.2.4
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<u>Language (Wonders) (grammar and vocabulary)</u> Week One (Days 1-5. Linking Verbs and letter punctuation-Unit 4 Teacher Guide T62-T63 & Vocabulary- T32-T33, T70-T71, implement as outlined on T20-T21) Standards addressed- L.2.1, L.2.1d, L.2.2, L.2.2b (Unit 4, Linking verbs) L.2.4, L.2.4a-c, e, L.2.5, L.2.5a, L.2.6 (Unit 4, Vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, use commas in greetings and closings of letters, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word relationships and nuances in word meanings, identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy), use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) Week Two (Days 6-10. Helping Verbs and book titles-Unit 4 Teacher Guide T64-65 & Expand Vocabulary T70-T71) Standards addressed- L.2.1, L.2.1d, L.2.2 (Unit 4, Helping Verbs and book titles) L.2.4, L.2.4a-c, e, L.2.5, L.2.5a, L.2.6 (Unit 4, Expand Vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, Use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word relationships and nuances in word meanings, Identify real-life connections	-How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? <u>Language (grammar and vocabulary)</u> Weeks One, Week Three L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? Week Four L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? Week Five L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.3 -How do I know when to use formal and informal uses of English? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns?
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	between words and their use (e.g., describe foods that are spicy or juicy), use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Three (Days 1-5. Irregular Verbs & capitalization and proper nouns-Unit 4 Teacher Guide T216-T217 & Vocabulary- T186-T187, T224-T225, implement as outlined on T174-T175) Standards addressed- L.2.1b, L.2.1d, L.2.2 (Unit 4, Irregular Verbs and capitalization and proper nouns) L.2.4, L.2.4a-c,e, L.2.5, L.2.6 (Unit 4, Vocabulary) Content addressed- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish), form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word relationships and nuances in word meanings, use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) Week Four (Days 6-10. Introduce contractions with not and apostrophes-Unit 4 Teacher Guide T218-T219 & Expand Vocabulary T224-T225) Standards addressed- L.2.2c (Unit 4, Contractions with not and apostrophes) L.2.4, L.2.4a-c, e, L.2.5, L.2.6 (Unit 4, Expand Vocabulary) Content addressed- Use an apostrophe to form contractions and frequently occurring possessives, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional, use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word	Writing Week One W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? Week Two W.2.3 -How can I include details to express an event in order? W.2.5 -How can answering questions from others help improve my writing? W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.8 -How can I gather information to answer a question? Week Three W.2.5 -How can answering questions from others help improve my writing? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? Week Four W.2.5 -How can answering questions from others help improve my writing? W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate?
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	relationships and nuances in word meanings, use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) Week Five (Days 1-5. Compound Subjects & sentence punctuation - Unit 4 T366-T367 & Vocabulary T338-T339, T370-T371, implement as outlined on T328-T329) Standards addressed-L.2.1, L.2.2, L.2.3 (Unit 3, Compound Subjects and sentence punctuation) L.2.4, L.2.4a, L.2.5, L.2.5a, L.2.5b, L.2.6 (Unit 4, Vocabulary) Content addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, use knowledge of language and its conventions when writing, speaking, reading, or listening, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, demonstrate understanding of word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy), distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny), use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Six (Days 1-5. Refer to Unit 2 Teacher Guide page T441) Unit Assessments Writing Week One (Day 1-5, Refer to Unit 4 Teacher Guide pages T20-T21) Standards addressed-W.2.7,W.2.8 Content addressed-Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question Week Two (Days 1-5. Refer to Unit 4 Teacher Guide pages T22-T23) Standards addressed-W.2.3,W.2.5,W.2.6,W.2.8 Content addressed-Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a	W.2.8 -How can I gather information to answer a question? Week Five W.2.5 -How can answering questions from others help improve my writing? W.2.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I verbally express key details from information? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Two SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.4 -Why is it important to describe people, places, things, and events with details? -How can I speak clearly in sentences that make sense to the listener? SL.2.5 -How can I use audio recordings and visual displays to make my presentation more engaging for the audience?
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	sense of closure, With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 4 Teacher Guide pages T176-T177) Standards addressed-W.2.5,W.2.7,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question Week Four (Days 1-5. Refer to Unit 4 Teacher Guide pages T178-T179) Standards addressed-W.2.5,W.2.6,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question. Week Five(Days 1-5. Refer to Unit 4 Teacher Guide pages T332-T333) Standards addressed-W.2.5,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,Recall information from experiences or gather information from provided sources to answer a question. Week Six(Days 1-5. Refer to Unit 4 Teacher Guide pages T441) Unit Assessments <u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed- SL.2.1a, SL.2.1b, SL.2.2, SL.2.3 Content addressed-Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), build on others' talk in conversations by linking their comments to the remarks of others, recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen		Week Three SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Four SL.2.3 -How does asking and answering questions help me understand the message of the speaker? SL.2.4 -Why is it important to describe people, places, things, and events with details? -How can I speak clearly in sentences that make sense to the listener? Week Five SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.3 -How does asking and answering questions help me understand the message of the speaker?
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	understanding of a topic or issue Week Two (Days 6-10) Standards addressed- SL.2.1, SL.2.1a, SL.2.1b, SL.2.4, SL.2.5 Content addressed- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups, follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), build on others' talk in conversations by linking their comments to the remarks of others, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings Week Three (Days 1-5) Standards addressed- SL.2.1, SL.2.1a, SL.2.1b, SL.2.2, SL.2.3 Content addressed- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups, follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), build on others' talk in conversations by linking their comments to the remarks of others, recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue Week Four (Days 6-10) Standards addressed- SL.2.3, SL.2.4 Contents addressed- Asks and answer questions about what a speaker says, Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Week Five (Days 1-5) Standards addressed- SL.2.1, SL.2.1a, SL.2.2, SL.2.3 Contents addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify		
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	comprehension, gather additional information, or deepen understanding of a topic or issue. Grade 2 Unit Assessments R.A.C.E.S. Posters R.A.C.E.S. Resources		
		Total:56	

Trimester 3			
Unit		Instructional Days	Essential questions
		59 Days	
Trimester 3			
Trimester 3, Unit 5	<u>Reading (Wonders)</u> Week One (Days 1-5. Refer to Unit 5 Teacher guide pages T20-T21) Standards addressed-RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RL.2.1 Content addressed-Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text; Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text; Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, identify the main purpose of a text, including what the author wants to answer, explain, or describe, explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, describe how reasons support specific points the author makes in a text, Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Week Two (Days 6-10. Refer to Unit 5 Teacher Guide page T22-T23) Standards addressed-RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.7, RL.2.1, RL.2.3 Content addressed-Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text; Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text; Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area; Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently; Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Describe how characters in a story respond to major events and challenges. Week Three (Days 1-5. Refer to Unit 5 Teacher Guide page T174-T175) Standards addressed- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7	28 Days	<u>Reading- Week One</u> RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.3 -How can I describe the connection between ideas, events, or steps included in a text? RI.2.4 -What strategies do readers use to determine unknown words RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts? RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story? <u>Week Two</u> RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.3 -How can I describe the connection between ideas, events, or steps included in a text?

	Content addressed-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, describe how characters in a story respond to major events and challenges, describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action, acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot Week Four (Days 6-10 Refer to Unit 5 Teacher Guide T176-T177) Standards addressed- RI.2.5, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7 Content addressed-Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently; Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral; Describe how characters in a story respond to major events and challenges; Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Week Five (Day 1-5 Refer to Unit 5 Teacher Guide T328-T329) Standards addressed- RI.2.2, RI.2.3, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RL2.1 Content addressed- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, identify the main purpose of a text, including what the author wants to answer, explain, or describe, Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.4 -What strategies do readers use to determine unknown words RI.2.5 -How can you use text features to help you find information in a text? RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story? RL.2.3 -How does a character respond to major events and challenges in the story? Week Three RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.2 -How does recounting the details of a story help me understand the author's message? -How do events in the story contribute to the message? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.5 -How does knowing the structure of a story (beginning, middle, and end) help me as a reader? RL.2.6 -How does identifying the differences in points of view of characters help me understand narrative text? -How does recognizing differences in points of view help me read a text fluently? RL.2.7 -How can I show understanding of the characters, setting, and plot of a text?
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	Week Six (Days 1-5. Refer to Unit 5 Teacher Guide pages T441) Unit Assessments <u>Word Work/Spelling</u> Week One (Days 1-5. Refer to Unit 5 Teacher Guide pages T20-T21) Standards addressed-RF.2.3,RF.2.3b,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Know spelling-sound correspondences for additional common vowel teams,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Week Two (Days 1-5. Refer to Unit 5 Teacher Guide pages T22-T23) Standards addressed-RF.2.3,RF.2.3b,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Know spelling-sound correspondences for additional common vowel teams,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension, Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Week Three (Days 1-5. Refer to Unit 5 Teacher Guide pages T176-T177) Standards addressed-RF.2.3,RF.2.3b,RF.2.3d,RF.2.3f,RF.2.4,RF.2.4a Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Know spelling-sound correspondences for additional common vowel teams,Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding. Week Four (Days 1-5. Refer to Unit 5 Teacher Guide pages T178-T179) Standards addressed-RF.2.3,RF.2.3b,RF.2.3d,RF.2.3f,RF.2.4,RF.2.4a Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Know spelling-sound correspondences for additional common vowel teams,Decode words with common prefixes and suffixes,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding.	Week Four RI.2.5 -How can you use text features to help you find information in a text? RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.2 -How does recounting the details of a folktale (fairy tales, fables) help me determine the central message, lesson, or moral? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.5 -How does knowing the structure of a story (beginning, middle, and end) help me as a reader? RL.2.6 -How does identifying the differences in points of view of characters help me understand narrative text? -How does recognizing differences in points of view help me read a text fluently? RL.2.7 -How can a reader use the illustrations and the words in a story to gain an understanding of the characters, setting, and plot? Week Five RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.3 -How can I describe the connection between ideas, events, or steps included in a text? RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts?
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	Week Five(Days 1-5. Refer to Unit 5 Teacher Guide pages T332-T333) Standards addressed-RF.2.3,RF.2.3e,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Identify words with inconsistent but common spelling-sound correspondences,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Six (Days 1-5. Refer to Unit 5 Teacher Guide pages T441) Unit Assessments <u>Language (Wonders) (grammar and vocabulary)-</u> Week One (Days 1-5. Pronouns-Unit 5 Teacher Guide T62-T63 & vocabulary-T32-T33, T70-T71-implement as outlined on T20-T21) Standards Addressed-L.2.1, L.2.2, L.2.2d, (Unit 5, pronouns) L.2.4 (a-c) L.2.5, L.2.5b, L.2.6 (Unit 5, vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil); Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies; Use sentence-level context as a clue to the meaning of a word or phrase; Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); Demonstrate understanding of word relationships and nuances in word meanings; Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny); Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Two (Days 6-10 subjective and objective pronouns- Unit 5 Teacher Guide T64-T65 & expand vocabulary-T70-T71- implement as outlined on T22-T23) Standards Addressed-L.2.1,L.2.2, L.2.2d (Unit 5,Subjective/Objective Pronouns) L.2.4, L.2.4a-c, L.2.5, L.2.6 (Unit 5, expand vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past	RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RI.2.8 -How does an author support what he says in the text? RL2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story <u>Word Work/Spelling</u> Week One, Week Two, Week Three, Week Four, Week Five -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? RF.2.4 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? <u>Language (grammar and vocabulary)</u> Week One, Week Two, Week Three, Week Four, Week Five L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.3 -How does language impact speaking, listening, reading, and writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? L.2.6 -Can you think of a better word to use here?
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	tense of frequently occurring irregular verbs (e.g., sat, hid, told), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, Use knowledge of language and its conventions when writing, speaking, reading, or listening. determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word relationships and nuances in word meanings, Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Three (Days 1-5. Pronoun-Verb agreement- Unit 5 Teacher Guide T216-T217& vocabulary- T180-T181, T224-T225, implement as outlined on T174-T175) Standards addressed-L.2.1, L.2.2, L.2.2d (Unit 5, pronoun-verb agreement) L.2.3, L.2.4, L.2.4a-c, L.2.5, L.2.6 (Unit 5, vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word relationships and nuances in word meanings, Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Four (Days 6-10. Possessive Reflexive Pronouns- Unit 5 Teacher Guide	Writing Week One W.2.1 -How do writers express an opinion? -How can I use evidence to support my opinion? Week Two W.2.1 -How do writers express an opinion? -How can I use evidence to support my opinion? W.2.2 -How can I use facts to write an informational piece? W.2.3 -How can I include details to express an event in order? W.2.8 -How can I gather information to answer a question? Week Three W.2.5 How can answering questions from others help improve my writing? W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? Week Four W.2.2 -How can I use facts to write an informational piece? W.2.5 How can answering questions from others help improve my writing?
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	T218-219 & expand vocabulary T224-T225)implement as outlined on T176-T177 Standards addressed- L.2.1, L.2.1c, L.2.2 , L.2.2a, L.2.2d (Unit 5 Possessive Reflexive Pronouns),L.2.3L.2.4, L.2.4a-c, L.2.5, L.2.6 (Unit 5, expand vocabulary) Contents addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy), Use reflexive pronouns (e.g., myself, ourselves),.demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, use sentence-level context as a clue to the meaning of a word or phrase, determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell), use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark), demonstrate understanding of word relationships and nuances in word meanings, use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Five (Days 1-5. Pronoun Contractions-Unit 5 Teacher Guide T366-T367 & vocabulary- T332-T333, T370T371, implement as outlined on T328-T329) Standards addressed- L.2.1, L.2.2, L.2.2 c-e, L.2.2 (Unit 5, The Verb have) L.2.3,L.2.4, L.2.4a,c,e, L.2.5, L.2.5b, L.2.6 (Unit 5, vocabulary) Content addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told), produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy), demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, Use sentence-level context as a clue to the meaning of a word or phrase, use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional),Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, demonstrate understanding of word relationships and nuances in	W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? Week Five W.2.1 -How do writers express an opinion? -How can I use evidence to support my opinion? W.2.5 How can answering questions from others help improve my writing? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? <u>Speaking and Listening</u> Week One, Week Two, Week Five SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL 2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Three SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? Week Four
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	word meanings, distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny), use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Six (Days 1-5. Refer to Unit 5 Teacher Guide pages T441) Unit Assessments <u>Writing</u> Week One (Days 1-5. Refer to Unit 5 Teacher Guide pages T20-T21) Standards addressed-W.2.1 Content addressed-Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. Week Two (Days 1-5. Refer to Unit 5 Teacher Guide pages T22-T23) Standards addressed-W.2.1,W.2.2,W.2.3,W.2.8 Content addressed-Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section,Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section,Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure,Recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 5 Teacher Guide pages T176-T177) Standards addressed-W.2.5,W.2.6,W.2.7,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers, Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question. Week Four (Days 1-5. Refer to Unit 5 Teacher Guide pages T178-T179) Standards addressed-W.2.2,W.2.5,W.2.6		SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations?
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	Content addressed-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section,With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Week Five(Days 1-5. Refer to Unit 5 Teacher Guide pages T332-T333) Standards addressed-W.2.1,W.2.5,W.2.7,W.2.8 Content addressed-Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section,With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question. Week Six (Days 1-5. Refer to Unit 5 Teacher Guide pages T441) Unit Assessments <u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed- SL.2.1, SL.2.1a, SL.2.1b, SL.2.2, SL.2.3 Content addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed upon rules for discussion, Recount or describe key ideas or details from a text read aloud or information presented orally or through other media, Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue, Week Two (Days 6-10) Standards addressed- SL.2.1, SL.2.1a, SL.2.3 Content addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), , Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue,		
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	Week Three (Days 1-5) Standards addressed-SL.2.1a, SL.2.1c, SL.2.2 Content addressed- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion),, Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue, Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Week Four (Day 6-10) Standards Addressed-SL.2.1 Content addressed- Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) Week Five (Days 1-5) Standards Addressed- SL.2.1, SL.2.2, SL.2.3 Content Addressed- Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, Recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Grade 2 Unit Assessments R.A.C.E.S. Posters R.A.C.E.S. Resources		
Trimester 3, Unit 6	<u>Reading (Wonders)</u> Week One (Days 1-5. Refer to Unit 6 Teacher guide page T20-T21) Standards addressed-RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RL.2.1 Content addressed-Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area, Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic		<u>Reading</u> Week One RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.3 -How can I describe the connection between ideas, events, or steps included in a text?

	menus, icons) to locate key facts or information in a text efficiently, Identify the main purpose of a text, including what the author wants to answer, explain, or describe, Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text., Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Week Two (Days 6-10. Refer to Unit 6 Teacher Guide page T22-T23) Standards addressed-RI.2.2, RI.2.3, RI.2.5, RI.2.6, RI.2.7, RI.2.9, RL.2.1, RL.2.2 Content addressed-Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently, Identify the main purpose of a text, including what the author wants to answer, explain, or describe, Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, Compare and contrast the most important points presented by two texts on the same topic, Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Week Three (Days 1-5. Refer to Unit 6 Teacher Guide pages T174-175) Standards addressed- RI.2.1, RL.2.1, RI.2.2, RI.2.3, RI.2.5, RI.2.7 Content addressed-5Ws,Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, Describe how characters in a story respond to major events and challenges, Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Week Four (Days 6-10. Refer to Unit 6 Teacher Guide pages T176-177) Standards addressed-RI.2.2, RL.2.1, RL.2.2, RL.2.3, RL.2.7 Content addressed- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text, Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text, Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, Describe how characters in a story respond to major events and challenges, Use information gained from the illustrations and words in a print or	RI.2.4 -What strategies do readers use to determine unknown words RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts? RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RL.2.1 -How does asking and answering questions help me understand the details of a text? Week Two RI.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RI.2.3 -How can I describe the connection between ideas, events, or steps included in a text? RI.2.5 -How can you use text features to help you find information in a text? RI.2.6 -Why do authors write informational texts? RI.2.7 -How do pictures, photographs, and/or diagrams help me understand the text? RI.2.9 -How can I compare two texts on the same topic? How does this help me better understand the topic? RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.2 -How does recounting the details of a folktale (fairy tales, fables) help me determine the central message, lesson, or moral?
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digital text to demonstrate understanding of its characters, setting, or plot. Week Five (Days 1-5. Refer to Unit 6 Teacher Guide pages T328-329) Standards Addressed- RL.2.1, RL.2.2, RL.2.4, RL.2.6, RL.2.10 Content addressed- 5Ws, Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral, Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song, Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud, By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Week Six (Days 1-5. Refer to Unit 6 Teacher Guide pages T441) Unit Assessments <u>Word Work/Spelling</u> Week One (Days 1-5. Refer to Unit 6 Teacher Guide pages T20-T21) Standards addressed-RF.2.3,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Use context to confirm or self-correct word recognition and understanding, rereading as necessary Week Two (Days 1-5. Refer to Unit 6 Teacher Guide pages T22-T23) Standards addressed-RF.2.3,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4c Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Use context to confirm or self-correct word recognition and understanding, rereading as necessary Week Three (Days 1-5. Refer to Unit 6 Teacher Guide pages T176-T177) Standards addressed-RF.2.3,RF.2.3a,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4c Content addressed -Know and apply grade-level phonics and word analysis skills in decoding words,Distinguish long and short vowels when reading regularly spelled one-syllable words,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support	Week Three RL.2.1 & RL.2.1 -How does asking and answering questions help me understand the details of a text? RL.2.2 -How does recounting the details of a folktale (fairy tales, fables) help me determine the central message, lesson, or moral? RL.2.3 -How does a character respond to major events and challenges in the story? RL.2.5 -How does the text structure help me understand the text? -Why does the structure of the text matter? RL.2.7 -How can I show understanding of the characters, setting, and plot of a text? Week Four RL.2.2 -How do I identify the main topic of a multi-paragraph text? How does this help me understand the text? RL.2.1 -How does asking and answering questions before, during, and after reading help me to understand the key details in the story? RL.2.2 -How does recounting the details of a folktale (fairy tales, fables) help me determine the central message, lesson, or moral? RL.2.3 -How does a character respond to major events and challenges in the story? -Why does the structure of the text matter? RL.2.7 -How can I show understanding of the characters, setting, and plot of a text? Week Five RL.2.1 -How does asking and answering questions
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comprehension,Read on-level text with purpose and understanding,Use context to confirm or self-correct word recognition and understanding, rereading as necessary Week Four (Days 1-5. Refer to Unit 6 Teacher Guide pages T178-T179) Standards addressed-RF.2.3,RF.2.3b,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Know spelling-sound correspondences for additional common vowel teams,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings,Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Week Five(Days 1-5. Refer to Unit 6 Teacher Guide pages T332-T333) Standards addressed-RF.2.3,RF.2.3f,RF.2.4,RF.2.4a,RF.2.4b Content addressed-Know and apply grade-level phonics and word analysis skills in decoding words,Recognize and read grade-appropriate irregularly spelled words,Read with sufficient accuracy and fluency to support comprehension,Read on-level text with purpose and understanding,Read on-level text orally with accuracy, appropriate rate, and expression on successive readings Week Six (Days 1-5. Refer to Unit 6 Teacher Guide pages T441) Unit Assessments <u>Language (Wonders) (grammar and vocabulary)</u> Week One (Days 1-5. Adjectives-Unit 6 Teacher Guide T62-T63 & Vocabulary-T32-T33, T70-T71, implement as outlined on T20-T21) Standards addressed- L.2.1, L.2.1e, L.2.2, L.2.2d (Unit 6, Adjectives) L.2.4, L.2.4a, L.2.5, L.2.5a, L.2.6 (Unit 6, Vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, Use adjectives and adverbs, and choose between them depending on what is to be modified, Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil), Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, Use sentence-level context as a clue to the meaning of a word or phrase, Demonstrate understanding of word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g.,	before, during, and after reading help me to understand the key details in the story? RL.2.2 -How does recounting the details of a folktale (fairy tales, fables) help me determine the central message, lesson, or moral? RL.2.4 -How do authors use language to create meaning in stories, poems, and songs? RL.2.6 -How does identifying the differences in points of view of characters help me understand narrative Text? RL.2.10 -How does recognizing differences in points of view help me read a text fluently? What strategies do I use to become an independent reader? <u>Word Work/Spelling</u> Week One,Week Two,Week Three,Week Four, Week Five RF.2.3 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? RF.2.4 -How can sounds help me understand a word? -How can recognizing grade level words help me be a better reader? <u>Language (grammar and vocabulary)</u> Weeks One, L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4
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	describe foods that are spicy or juicy); Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) Week Two (Days 6-10. Articles: This, That, These Those)-Unit 6 Teacher Guide T64-65 & Expand Vocabulary T70-T71) Standards addressed- L.2.1, L.2.1e, L.2.2, L.2.2d(Unit 6, Articles: This, That, These Those) L.2.3,L.2.4, L.2.4a, L.2.5, L.2.5a, L.2.6 (Unit 6, Expand Vocabulary) Content addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, Use adjectives and adverbs, and choose between them depending on what is to be modified, Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil),Use knowledge of language and its conventions when writing, speaking, reading, or listening, Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, Use sentence-level context as a clue to the meaning of a word or phrase, Demonstrate understanding of word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy); Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy) Week Three (Days 1-5. Comparative Adjectives-Unit 6 Teacher Guide T216-T217 & Vocabulary- T186-T187, T224-T225, implement as outlined on T174-T175) Standards addressed- L.2.1e, L.2.1f, L.2.2c, L.2.2d (Unit 6, Comparative Adjectives) L.2.4, L.2.4a,c,e, L.2.5, L.2.5a, L.5b L.2.6 (Unit 6, Vocabulary) Content addressed- Use adjectives and adverbs, and choose between them depending on what is to be modified, Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy), Use an apostrophe to form contractions and frequently occurring possessives, Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil), Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, Use sentence-level context as a clue to the meaning of a word or phrase, Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, Demonstrate understanding of word relationships and nuances in word meanings Identify real-life connections between words and their use	-What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? Week Two L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.3 -How do I know when to use formal and informal uses of English? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? Week Three, Week Four, Week Five L.2.1 -Why is grammar important when speaking or writing? L.2.2 -How do I use correct grammar and punctuation to help a reader understand my writing? L.2.4 -What strategies can help me determine the meaning of unknown words? L.2.5 -How do I recognize word patterns? L.2.6 -Can you think of a better word to use here? Writing Week One W.2.2 -How can I use facts to write an informational piece? W.2.6
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(e.g., describe foods that are spicy or juicy), Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny), Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Four (Days 6-10.Adverbs-Unit 6 Teacher Guide T218-T219 & Expand Vocabulary T224-T225, implement as outlined on T176-T177) Standards addressed- L.2.1, L.2.1e, L.2.2a, L.2.2d (Unit 6, Adverbs) L.2.4, L.2.4a,c, L.2.5a, L.2.6 (Unit 6, Expand Vocabulary) Content addressed- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, Use adjectives and adverbs, and choose between them depending on what is to be modified, Capitalize holidays, product names, and geographic names. Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil), Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, Use sentence-level context as a clue to the meaning of a word or phrase, Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional),Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy), Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Five (Days 1-5. Preposition and Prepositional Phrases - Unit 6 T366-T367 & Vocabulary T338-T339, T370-T371, implement as outlined on T328-T329) Standards addressed-L.2.1, L.2.2d (Unit 6, Preposition and Prepositional Phrases) L.2.4, L.2.4a,c, L.2.5, L.2.5a, L.2.5b, L.2.6 (Unit 6, Vocabulary) Content addressed-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil), Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies, Use sentence-level context as a clue to the meaning of a word or phrase, Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional), Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases, Demonstrate understanding of word relationships and nuances in word meanings, Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy), Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny), Use words and phrases	-How can technology be used as a tool to write, publish, and/or collaborate? Week Two W.2.2 -How can I use facts to write an informational piece? W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.8 -How can I gather information to answer a question? Week Three W.2.5 How can answering questions from others help improve my writing? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? Week Four W.2.5 How can answering questions from others help improve my writing? W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.8 -How can I gather information to answer a question? Week Five W.2.5 How can answering questions from others help improve my writing?
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	acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). Week Six (Days 1-5. Refer to Unit 6 Teacher Guide pages T441) Unit Assessments Writing Week One (Days 1-5. Refer to Unit 6 Teacher Guide pages T20-T21) Standards addressed-W.2.6,W.2.8 Content addressed-With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question. Week Two (Days 1-5. Refer to Unit 6 Teacher Guide pages T22-T23) Standards addressed-W.2.2,W.2.6,W.2.8 Content addressed-Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question. Week Three (Days 1-5. Refer to Unit 6 Teacher Guide pages T176-T177) Standards addressed-W.2.5,W.2.7,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question. Week Four (Days 1-5. Refer to Unit 6 Teacher Guide pages T178-T179) Standards addressed-W.2.5,W.2.6,W.2.8 Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Recall information from experiences or gather information from provided sources to answer a question. Week Five(Days 1-5. Refer to Unit 6 Teacher Guide pages T332-T333) Standards addressed-W.2.5,W.2.6,W.2.7,W.2.8	W.2.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.2.7 -How can I contribute to a shared research project? W.2.8 -How can I gather information to answer a question? Speaking and Listening Week One SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I verbally express key details from information? SL.2.3 -How does asking and answering questions help me understand the message of the speaker? Week Two SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation? SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.4 -Why is it important to describe people, places, things, and events with details? -How can I speak clearly in sentences that make sense to the listener? Week Three, Week Four, Week Five SL.2.1 -Why is it important to follow rules and build upon others' talk in conversations? -How can I add to a conversation?
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	Content addressed-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing,With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers,Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations),Recall information from experiences or gather information from provided sources to answer a question. Week Six (Days 1-5. Refer to Unit 6 Teacher Guide pages T441) Unit Assessments <u>Speaking and Listening</u> Week One (Days 1-5) Standards addressed- SL.2.1, SL.2.1a, SL.2.2, SL.2.3 Content addressed-, Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups, follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue Week Two (Days 6-10) Standards addressed- SL.2.1, SL.2.2, SL.2.4 Content addressed-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups, Recount or describe key ideas or details from a text read aloud or information presented orally or through other media, Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Week Three (Days 1-5) Standards addressed- SL.2.1a, SL.2.1b, SL.2.1c, SL.2.2, SL.2.3 Content addressed- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), build on others' talk in conversations by linking their comments to the remarks of others, ask for clarification and further explanation as needed about the topics and texts under discussion, recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify comprehension, gather additional	SL.2.2 -How can I express my ideas clearly? -Why do I need to speak in complete sentences? SL.2.3 -How does asking and answering questions help me understand the message of the speaker?
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	information, or deepen understanding of a topic or issue Week Four (Days 6-10) Standards addressed- SL.2.1, SL.2.1a, SL.2.2, SL.2.3 Contents addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Week Five (Days 1-5) Standards addressed- SL.2.1, SL.2.1a, SL.2.2, SL.2.3 Contents addressed-Students participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups, follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion), recount or describe key ideas or details from a text read aloud or information presented orally or through other media, ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
		Total:59	