Second Grade ELA Pacing

Supplemental Texts:
https://docs.google.com/document/d/12vmD0372FxJv2WTknvUS3lClYs_T2r4AC3Bbhwl6wf8/edit?usp=sharing

Lexile Guide

K-1	Up to 530
2-3	420- 820
4-5	740- 1010
6-8	925- 1185
9-10	1050- 1335
11- CCR	1185- 1385

*Students need to read texts independently as much as possible throughout each quarter. (RRTC.10- Read and comprehend stories, poems, and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.)

Module 1: A Season of Change

Focusing Standards:

(T5)KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
(T5)KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Summarize begins in 4th grade)
(T5)CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
(T5)IKI.7 There is not a T3 focusing standard for module 1; however, IKI.7 is addressed anytime you discuss illustrations or text features to gain information. (Studies Weekly and Science Weekly would be good resources.)
(T6)W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
*(T4)FL.SC.6e (adjectives)
*(T4)FL.SC.6i (Produce and expand complete simple and compound sentences) If students struggle with writing complete sentences, they cannot master T5. Depending on your students, you might need to spend additional time on this standard.)

*If you feel additional practice is needed with T6 (grammar skills), consider using a resource such as IXL.

Dates	Arc 1	Text(s)	Targets	Evidence
	Lesson 1 Lesson 2 Lesson 3	"Weather" *Paris Street, Rainy Day* *Hunters in the Snow* *Bathers at Asnieres* *Autumn Landscape*	T5 (KID.1) T5 (IKI.7 visual art)	Handout 2B T5 (KID.3)
Dates	**Arc 2**	**Text(s)**	**Targets**	**Evidence**
	Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9	*How Do You Know It's Fall?* (650L)	T5 (KID.1) T5 (KID.2) T6 (W.TTP.2) T4 (FL.SC.6.f)	Handout 5A: Table of Contents T5(IKI.7) Handout 5B: Main Topic/Details T5 (KID.1) Handout 5D: Topic Statement T6 Handout 6A: Topic Statement T6(W.TTP.2) FQT (Lesson 8) T6 (W.TTP.2)

Dates	**Arc 3**	**Text(s)**	**Targets**	**Evidence**
	Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14	*The Little Yellow Leaf,* Carin Berger *How Do You Know It's Fall?*, Lisa M. Herrington	T5 (KID.1) T4 (FL.SC.6.f) T6 (W.TTP.2)	Handout 11B: Exemplar Paragraph T6 (W.TTP.2) Handout 11C: Change Chart T5 (KID.3) Lesson12- TDQs could be used for assessment if you chose to have students write instead of Think-Pair-Share T5 (KID.3) FQT 1 T6 (W.TTP.2)
Dates	**Arc 4**	**Text(s)**	**Targets**	**Evidence**
	Lesson 15 Lesson 16 Lesson 17 Lesson 18 Lesson 19	*A Color of His Own*, Leo Lionni (640L)	T5 (KID.1) T5 (KID.2) T5 (KID.3) T6 (W.TTP.2)	Handout 15A: Notice and Wonder Chart T5 (KID.1) New Read Assessment T5 (KID.1, KID.3) Lesson 17 TDQs T5 (KID.1, KID.3)- This

				could become an assessment through either multiple choice or short answer. FQT2 T6 (W.TTP.2) Lesson 18 TDQs T5 (KID.2)This could become an assessment through either multiple choice or short answer.
Dates	**Arc 5**	**Text(s)**	**Targets**	**Evidence**
	Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 24	*Why Do Leaves Change Color?,* Betsy Maestro (580L)	T5 (KID.1) T5 (KID.3) T6 (W.TTP.2) T4 (FL.SC.6.f)	Handout 20A: Notice/Wonder T5 (KID.1) New Read Assessment 2 T5 (KID.1, KID.3) T3 (IKI.7- Illustrations) Lesson 21- Seasons Details Chart T5(KID.1)- This activity could be done independently to gather report card evidence. Handout 21B T6(W.TTP.2)

				Handout 22B: Change Cards T6 (KID.3) Assessment 23 T6 (W.TTP.2) Lesson 24: Write an Informative Paragraph T6 (W.TTP.2)
Dates	**Arc 6**	**Text(s)**	**Targets**	**Evidence**
	Lesson 25 Lesson 26 Lesson 27 Lesson 28 Lesson 29	*Sky Tree,* Thomas Locker (940L) "Weather," Even Merriam *Paris Street, Rainy Day,* Gustave Caillebotte *Hunters in the Snow,* Pieter Bruegel the Elder *Bathers at Asnieres,* George Seurat *Autumn Landscape,* Maurice de Vlaminck	T5 (KID.1) T5 (KID.2) T5 (CS.4) T5 (CS.5) T5 (IKI.7)	Handout 25A: Notice and Wonder T5 (KID.1) T6 (W.TTP.2) Handout 26A T6 (W.TTP.2) Handout 27A T5 (KID.3) Handout 28B T5 (CS.4) Lesson 29 TDQ 3 T5(KID.2)

Dates	**Arc 7**	**Text(s)**	**Targets**	**Evidence**
	Lesson 30 Lesson 31 Lesson 32	All module texts	T5 (KID.1) T5 (KID.2) T5 (CS.4) T6 (W.TTP.2)	Assessment 30: End of Module Task T6 (W.TTP.2) Lesson 30: Vocabulary Assessment, Part 1 T5 (CS.4) Lesson 32: Vocabulary Assessment, Part 2 T5 (CS.4)

Module 2: The American West

Focusing Standards:

(T5)- KID.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Summarize begins in 4th grade)

(T5)- KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(T5)- CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

(T5)- IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

(T56- W.TTP.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
(T4)- FL.SC.6.a (collective nouns)
(T4)- FL.SC.6.b (irregular plural nouns)
(T4)- FL.SC.6.h (capitalize holidays, product names, and geographic names)
(T4)- FL.SC.6.e (adjectives-continued from module 1)
*If you feel additional practice is needed with T4 (grammar skills), consider using a resource such as IXL.

Dates	Arc 1	Text(s)	Targets	Evidence
	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5	*The Buffalo are Back*, Jean Craighead George (800L) "Buffalo Dusk"	T5 (KID.1) T6 (W.TTP.2)	Lesson 2: Identify the Main Topic and Key Events T5 (KID.1)- Activity could be turned into multiple choice or short answer to assess individual student's understanding Assessment 3A: Focusing Question Task 1 T6 (W.TTP.2)
Dates	**Arc 2**	**Text(s)**	**Targets**	**Evidence**
	Lesson 6 Lesson 7 Lesson 8	*Plains Indians*, Andrew Santella (700L)	T5 (CS.5) T6 (W.TTP.2) T4 (FL.SC.6.b)	Lesson 7- Text Features T5 (CS.5)- This activity could be used for report card evidence if you have students write page numbers beside

	Lesson 9 Lesson 10			each text feature provided: table of contents, heading, map, and timeline. Handout 7B T4 (FL.SC.6.b) Handout 8A T6 (W.TTP.2)
Dates	**Arc 3**	**Text(s)**	**Targets**	**Evidence**
	Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15	*Journey of a Pioneer,* Patricia J. Murphy (750L) *Among the Sierra Nevada Mountains, California,* Albert Bierstadt	T5 (KID.1) T5 (KID.3) T5 (CS.4) T6 (W.TTP.2) T4 (FL.SC.6.h)	Assessment 11A: New Read Assessment 1 T5 (KID.3) T5 (CS.4) Handout 12A: Main Events and Key Details T5 (KID.1) Handout 12B: Clearly Explained Details T5 (KID.1) Handout 12C: Capitalization T4 (FL.SC.6.h) Lesson 13: Challenges & Responses T5 (CS.4) Assessment 14A:

				Focusing Question Task 3 T6 (W.TTP.2)
Dates	**Arc 4**	**Text(s)**	**Targets**	**Evidence**
	Lesson 16 Lesson 17 Lesson 18 Lesson 19	*The Legend of the Bluebonnet,* Tomie dePaola (740L)	T5 (KID.1) T5 (KID.2) T5 (KID.3) T6 (W.TTP.2) T4 (FL.SC.6,e)	Lesson 16: Notice & Wonder Chart T5 (KID.1) Lesson 17: Story Stones T5 (KID.1, KID.3) Handout 18A: Mixed-Up Paragraph T6(W.TTP.2) Lesson 19- Determine Life Lesson T5 (KID.2)- Have students complete the sentence stem in their journals: A lesson I could learn from this story is ____. Handout 19B: Adverbs T4 (FL.SC.6.e)
Dates	**Arc 5**	**Text(s)**	**Targets**	**Evidence**
	Lesson 20	*Johnny Appleseed,*	T5 (KID.1)	Lesson 20: Notice &

	Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25	Steven Kellogg (920L) *The Story of Johnny Appleseed,* Aliki (610L)	T5 (KID.2) T5 (KID.3) T5 (CS.4) T5 (IKI.9) T6 (W.TTP.2) T4(FL.SC.6.d)	Wonder T5 (KID.1)- Consider having students record thoughts in journals to use as evidence. Assessment 20A: New-Read Assessment 2 T5 (KID.2, KID.3) Handout 20B: Grammar Safari (verbs) T64(FL.SC.6.d) Lesson 21: Story Stones T5 (KID.1)- Consider having students complete a graphic organizer with setting, characters, beginning event, middle events, ending event. Handout 21B: Past-Tense Verb Sort T4 (FL.SC.6.d) Lesson 22: Determine Lesson T5 (KID.2)- Have students answer the question in their journals: What lesson can we learn from these

				key details? Assessment 22A: Focusing Question Task 5 T6 (W.TTP.2) Handout 22B: Irregular Past-Tense Verbs T4 (FL.SC.6.d) Lesson 23 After rereading p 4-7, students could answer questions 1- 7 independently (multiple choice or short answer) to assess their understanding. T5 (KID.1) Handout 24A: Johnny Appleseed Comparisons T5 (IKI.9) Handout 24C: Frayer Model T5 (CS.4)
Dates	**Arc 6**	**Text(s)**	**Targets**	**Evidence**
	Lesson 26 Lesson 27	*John Henry: An American Legend,* Ezra Jack Keats (520L)	T5 (KID.1) T5 (CS.4)	Lesson 26: Notice & Wonder T5 (KID.1)

	Lesson 28 Lesson 29 Lesson 30 Lesson 31 Lesson 32	*John Henry,* Julius Lester (720L)	T5 (IKI.9) T6 (W.TTP.2)	Lesson 27: Text Dependent Questions T5 (KID.1) Handout 28B: Revise for Topic-Specific Words T5 (CS.4) Lesson 29- Questions on p 397- 398 could be assessed multiple choice or short answer for evidence of understanding T5 (KID.1) Handout 30A: Focusing Question Task 6 Compare 2 versions of The John Henry Story T5 (IKI.9) Assessment 31A: Focusing Question Task 6 T6 (W.TTP.2) Assessment 31B: Vocabulary T5 (CS.4) Assessment 32A: Vocabulary T5 (CS.4)

Dates	**Arc 7**	**Text(s)**	**Targets**	**Evidence**
	Lesson 33 Lesson 34 Lesson 35	All Module Texts	T5 (KID.1) T6 (W.TTP.2)	Handout 33A: Evidence Organizer for End-of-Module Task Practice T6 (W.TTP.2) Lesson 33 Text Dependent Questions on p 439 could be either multiple choice or short answer to assess for understanding T5 (KID.1) Assessment 34A: End-of-Module Task T6 (W.TTP.2)

Module 3: Good Eating

Focusing Standards

T5 (KID.3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

T5 (CS.5) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
T5 (CS.6) Assess how point of view or purpose shapes the content and style of a text.
T5 (IKI.7) Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
T5 (IKI.8) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
T6 (W.TTP.1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
T4 (FL.SC.6.c- reflexive pronouns)
T4 (FL.SC.6.i- commas in greetings and closings of letters)
T4 (FL.SC.6.j- apostrophe)
*If you feel additional practice is needed with T4 (grammar skills), consider using a resource such as IXL.

Dates	Arc 1	Text(s)	Targets	Evidence
	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8	*The Digestive System,* Christine Taylor-Butler (750L) *The Digestive System,* Jennifer Prior (660L)	T5 (KID.1) T5 (CS.5) T5 (CS.6) T6 (W.TTP.2) T4 (FL.SC.6.j- apostrophes)	Lesson 4: Text Features Chart T5 (CS.5) Students could complete matching or short answer to demonstrate understanding of: Glossary/Bold Words, Index, Table of Contents, Headings and Subheadings, Images and Captions Lesson 5 TDQs

				T5 (KID.1,3) "Learn" questions 1- 12 could be answered independently Assessment 6A: FQT 1 T6 (W.TTP.2) Lesson 7– Questions on p 110-111 could be answered independently T5 (CS.6) Lesson 8- Read Captions T5 (CS.5)- Consider extending this topic with Studies Weekly or Science Weekly lessons
Dates	**Arc 2**	**Text(s)**	**Targets**	**Evidence**
	Lesson 9 Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14	*Stone Soup,* Marcia Brown (480L) *The Beaneater,* Annibale Carracci *Bone Button Borscht,* Audrey Davis (300L)	T5 (KID.1) T5 (KID.2) T5 (IKI.7) T6 (W.TTP.1) T4 (FL.SC.6.c, j)	Handout 10B: Reflexive Pronouns T4- FL.SC.6.c Lesson 11: SCAPE Chart T5 (KID.1) Lesson 12- TDQs could be answered independently

	Lesson 15 Lesson 16			T5 (KID.1) T5 (IKI.7)- Illustrations Handout 12A- Reflexive Pronouns T4 (FL.SC.6.c) Assessment 13A: Focusing Question Task 2 T6 (W.TTP.1) Lesson 14- TDQs T5 (KID.2) Assessment 15A: New Read Assessment Q1- T5 (KID.1), T 2 (IKI.7) Q2- T5 (KID.1), T2 (IKI.7) Q3- T5(KID.1), T5 (IKI.7) Handout 16B: Possessives T4 (FL.SC.6.j)
Dates	**Arc 3**	**Text(s)**	**Targets**	**Evidence**
	Lesson 17 Lesson 18 Lesson 19	*The Vegetables We Eat,* Gail Gibbons (660L)	T5 (KID.1) T5 (CS.5- Headings) T5 (CS.6- author's	Handout 17B- Singular and Plural Possessive Nouns T4 (FL.SC.6.j)

	Lesson 20 Lesson 21	“Fruit Veggie Swag” “Try Something New,” Jamie Oliver	purpose) T4 (FL.SC.6.i- commas in letters) T4 (FL.SC.6.j- apostrophes) T 6 (W.TTP.2)	Lesson 18- TDQs could be answered independently T5 (CS.5- Headings) T5 (CS.6- Author’s purpose) Handout 18A: Possessive Nouns T4 (FL.SC.6.j) Assessment 19A: Focusing Question Task 3 T6 (W.TTP.2) Handout 19C: Commas in Letters T4 (FL.SC.6.i) Handout 20A: Commas in Letters T4 (FL.SC.6.i) Assessment 21A: New-Read Assessment Q1- T5 (CS.5) Q2- T5 (CS.5) Q3- T5 (CS.5) Q4-5- T5 (KID.1) Q6- T5 (CS.5) Q8-10 T5 (KID.1), T2 (CS.5) Q11- T5 Vocab Q12- T5 Vocab

Dates	Arc 4	Text(s)	Targets	Evidence
	Lesson 22 Lesson 23 Lesson 24 Lesson 25 Lesson 26 Lesson 27	*Good Enough to Eat,* Lizzy Rockwell (570L) "My Food Journey" *Cakes* (art) "Eating Your A, B, C,s…" *Cakes,* Wayne Thiebaud "Planting Seeds: The White House Garden and A Brooklyn School Farm" "Can Milk Make You Happy?" Faith Hickman Byrnie	T5 (KID.1) T5 (KID.3) T5 (CS.5) T5 (CS.6) T6 (W.TTP.1)	Assessment 23A: New-Read Assessment 3 Q1- T5 (KID.1, 3) Q2- T5 (KID.1, 3) Q3- T5 (KID.1, 3) Q4- T5 (KID.1, 3) Q5- T5 (KID.1, 3) Q6- T5 (KID.3) Q7- T5 (KID.1, 3) Lesson 24- Learn: Text Features could be answered independently T5 (CS.5) Handout 24A: Evidence Organizer T5 (KID.1) T5 (CS.5- Text features) Assessment 26A: Focusing Question Task 4 T6 (W.TTP.1) Handout 27C: Author's Point and Reasons T5 (CS.6)
Dates	**Arc 5**	**Text(s)**	**Targets**	**Evidence**

	Lesson 28 Lesson 29 Lesson 30 Lesson 31 Lesson 32 Lesson 33	All module texts *Two Cheeseburgers, with Everything (Dual Hamburgers),* Claes Oldenberg “Debate! Should Sugary Drinks Be Taxed?” Brenda Iasevoli	T5 (KID.1) T5 (CS.4- vocabulary) T6 (W.TTP.1)	Assessment 28A: New-Read Assessment 4 T5 (KID.1) T6 (W.TTP.2) Assessment 30A: Vocabulary T6 (CS.4) Assessment 31A: End of Module Task T6 (W.TTP.1) Assessment 31B: Vocabulary T5 (CS.4)