

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 1	BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Friends Help Friends		ESSENTIAL QUESTION: How do friends depend on each other?		
UCS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.3 RF.2.4 RF.2.4a RL.2.1 RL.2.4 RL.2.7 RL.2.10 SL.2.1 SL.2.1a SL.2.2 SL.2.3	Title: "The New Kid"  Genre: Fiction/Fantasy  Strategy: Visualize	<u>SHORT TEXT</u> Little Flap Learns to Fly (390)  Genre: Fiction/Fantasy  Strategy: Visualize  Skill: Key Details	<u>Strategy</u> : Visualize  Skill: Key Details  <u>MAIN SELECTION</u> Title: Help! A Story of Friendship (410)  Genre: Fiction/Fantasy  <u>PAIRED SELECTION</u> Title: "Crayons"  Genre: Poetry	<u>Strategy</u> : Visualize  Skill: Key Details  <u>MAIN SELECTIONS</u>  Genre: Fantasy  Titles: A: Cat and Dog/"Uncle Max and I" (230) O: The Quest/"Together" (340) E: The Quest/"It Takes a Friend" (300) B: Class Pets/"What Friends Do" (500)	<u>Reading/Writing Workshop</u> : Genre  <u>Literature Anthology</u> : Connection of Ideas; Genre; Specific Vocabulary
L.1.4c L.2.4 L.2.5 L.2.5a	<b>VOCABULARY</b>	<b>Vocabulary Words</b> : actions, afraid, depend, nervously, peered, perfectly, rescue, secret <b>Additional Domain Words</b> : hedgehog, prickles <b>Additional Academic Words</b> : characters, events, evidence, <b>Vocabulary Strategy</b> : Inflectional Endings <b>High Frequency Words</b> : ball, blue, both, even, for, help, put, there, why, yellow <b>Oral Vocabulary Words</b> : awkward, outrageous, panic, relief, squawked			
L.2.2 L.2.2d L.2.4 L.2.4c RF.2.3 RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness</b> : Phoneme Blending; Phoneme Categorization; Phoneme Segmentation <b>Phonics/Spelling Skill</b> : short a, i <b>Structural Analysis</b> : Plural Nouns: -s, -es			
L.2.4 L.2.4a L.2.4b	<b>FLUENCY</b>	Fluency Skill: Expression			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.3 W.2.5 W.2.4	<b>WRITING</b>	<b>Genre Writing</b> : Narrative Text <b>Unit Writing Products</b> : Friendly Letter, Personal Narrative <b>Writing Trait</b> : Ideas: Focus on an Event <b>Write About Reading</b> : Analyze Key Details			
L.2.1 L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill</b> : Statements and Questions <b>Grammar Mechanics</b> : Sentence Capitalization/Punctuation			<b>INTERIM WINDOW:</b>
SL.2.1 W.2.7 W.2.8	<b>Research</b>	<b>Weekly</b> : How do friends support and depend on one another?			

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UNIT 1	BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Families Around the World		ESSENTIAL QUESTION: How are families around the world the same and different?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.3 RF.2.4 RF.2.4a RL.2.1 RL.2.3 RL.2.5 RL.2.7 SL.2.1 SL.2.1a SL.2.2 SL.2.3	<b>Title:</b> "Dinner at Alejandro's"  <b>Genre:</b> Fiction  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> Maria Celebrates Brazil (460)  <b>Genre:</b> Fiction/Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Events	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Events  <b>MAIN SELECTION</b> <b>Genre:</b> Fiction  <b>Title:</b> Big Red Lollipop (410)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text  <b>Title:</b> "A Look at Families" (480)	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Events  <b>MAIN SELECTIONS</b> <b>Genre:</b> Informational Text <b>Titles:</b> <b>A:</b> Music in My Family/"Making Music" (250) <b>O:</b> Happy New Year!/"New Year's Eve" (350) <b>E:</b> Happy New Year!/"New Year's Eve" (300) <b>B:</b> I'm Down Under/"Families Around the World" (560)	<b>Reading/Writing Workshop:</b> Connections of Ideas  <b>Literature Anthology:</b> Lack of Prior Knowledge; Connections of Ideas; Purpose; Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a RF.2.3 RF.2.3f RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> aside, culture, fair, invited, language, plead, scurries, share <b>Additional Domain Words:</b> musical, triangle <b>Additional Academic Words:</b> compare, exclamation, setting, <b>Vocabulary Strategy:</b> Root Words <b>High Frequency Words:</b> could, find, funny, green, how, little, one, or, see, sounds <b>Oral Vocabulary Words:</b> colorful, confusing, noticed, overflowing, tasty			
L.2.2 L.2.2d L.2.4 L.2.4c RF.2.3 RF.2.3d RF.2.3f RF.2.4	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Isolation; Phoneme Blending; Phoneme Segmentation <b>Phonics/Spelling Skill:</b> Short e, o, u <b>Structural Analysis:</b> Inflectional Endings: -s, -es			
L.2.4 L.2.4a RF.2.4 RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.3 W.2.5 W.2.8 W.2.6	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Organization: Strong Openings <b>Write About Reading:</b> Analyze Story Structure Using Text Evidence			
L.2.1 L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Commands and Exclamations <b>Grammar Mechanics:</b> Sentence Capitalization/Punctuation			<b>INTERIM WINDOW:</b>
SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> How are celebrations, food, clothing and sports the same and different around the world?			

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UNIT 1	BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Pets are Our Friends		ESSENTIAL QUESTION: How can a pet be an important friend?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.3 RF.2.4 RF.2.4a RL.2.1 RL.2.3 RL.2.5 RL.2.7 SL.2.1 SL.2.1a SL.2.2 SL.2.3	<b>Title:</b> "My Partner and Friend"  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Finding Cal (410)  <b>Genre:</b> Fiction  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Character, Setting, Events: Use Illustrations	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Character, Setting, Events: Use Illustrations  <b>MAIN SELECTION</b> <b>Genre:</b> Fiction  <b>Title:</b> Not Norman (450)  <b>PAIRED SELECTION</b> <b>Genre:</b> Poetry  <b>Title:</b> "My Puppy" (NP)	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details: Use Illustrations  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> Too Many Pets?/"My Dog Loves Me" (240) <b>O:</b> A New Home For Henry/"My Best Friend Forever" (450) <b>E:</b> A New Home For Henry/"Hoppy" (350) <b>B:</b> Hello, Koko!/"Who is My Best Friend?" (510)	<b>Reading/Writing Workshop:</b> Genre <b>Literature Anthology:</b> Purpose; Specific Vocabulary
L.2.4 L.2.4a L.2.4c L.2.5 L.2.5a	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> decide, different, friendship, glance, proper, relationship, stares, trade <b>Additional Domain Words:</b> goldfish <b>Additional Academic Words:</b> closing, greeting, rhyming <b>Vocabulary Strategy:</b> Sentence Clues <b>High Frequency Words:</b> boy, by, girl, he, here, she, small, want, were, what <b>Oral Vocabulary Words:</b> apologized, gazed, partner, rummaged, scent			
L.2.2 L.2.2d RF.2.3 RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Categorization; Phoneme Substitution; Phoneme Blending <b>Phonics/Spelling Skill:</b> 2-letter blends (r, s, t, l) <b>Structural Analysis:</b> Closed Syllables			
L.2.4 L.2.4a RF.2.4 RF.2.4a RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Intonation		<b>ASSESSMENTS</b>  Weekly Assessments	
W.2.3 W.2.5 W.2.6 W.2.8	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Word Choice: Precise Language <b>Write About Reading:</b> Analyze Story Structure			
L.2.1 L.2.2 L.2.2b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Subjects <b>Grammar Mechanics:</b> Letter Punctuation		<b>INTERIM WINDOW:</b>	
SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> What makes an animal a good pet?			

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WEEK 4	WEEKLY CONCEPT: Animals Need Our Care		ESSENTIAL QUESTION: How do we care for animals?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.3 RF.2.3a RF.2.4 RF.2.4a RI.2.1 RI.2.5 RI.2.8 RL.2.1 SL.2.1 SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "All Kinds of Vets"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Taking Care of Pepper (520)  <b>Genre:</b> Informational Text/ Nonfiction Narrative  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details: Use Photos  <b>Text Features:</b> Photos, Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details: Use Photos  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text  <b>Title:</b> Lola and Tiva: An Unlikely Friendship (630)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text: Interview  <b>Title:</b> "Animal Needs" (430)	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details: Use Photos  <b>MAIN SELECTIONS</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> People Helping Whales/"Working With Animals" (240) <b>O:</b> People Helping Whales/"Working With Animals" (550) <b>E:</b> People Helping Whales/"Working With Animals" (470) <b>B:</b> People Helping Whales/"Working With Animals" (610)	<b>Reading/Writing Workshop:</b> Genre; Purpose  <b>Literature Anthology:</b> Lack of Prior Knowledge; Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> allowed, care, excited, needs, roam, safe, wandered, wild <b>Additional Domain Words:</b> conservancy, rhino <b>Additional Academic Words:</b> categorize, organization, sequence, subject <b>Vocabulary Strategy:</b> Root Words <b>High Frequency Words:</b> another, done, into, move, now, show, too, water, year, your <b>Oral Vocabulary Words:</b> duty, equipment, profession, satisfaction, thorough			
L.2.2 L.2.2d L.2.4 L.2.4a RF.2.3 RF.2.3a RF.2.3d RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Categorization; Phoneme Blending <b>Phonics/Spelling Skill:</b> short a, long a: a_e <b>Structural Analysis:</b> Inflectional Endings: -ed, ing			
RF.2.4 RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Intonation		<b>ASSESSMENTS</b>  Weekly Assessments	
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Organization: Sequence <b>Write About Reading:</b> Analyze Key Details			
L.2.1 L.2.2 SL.2.1 W.2.7	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Predicates <b>Grammar Mechanics:</b> Commas in a Sequence		<b>INTERIM WINDOW:</b>	
	<b>Research</b>	<b>Weekly:</b> What are the basic needs of animals?			

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<b>UNIT 1</b>	<b>BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 5</b>	<b>WEEKLY CONCEPT: Families Working Together</b>	<b>ESSENTIAL QUESTION: What happens when families work together?</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RF.2.4 RF.2.4a RI.2.1 RI.2.2 RI.2.2 RI.2.5 RI.2.7 SL.2.1 SL.2.1a SL.2.2 SL.2.3	<b>Title:</b> "Families Today"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Families Work! (500)  <b>Genre:</b> Informational Text/Time For Kids  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>Text Features:</b> Photos, Captions, Chart	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text/Time For Kids  <b>Title:</b> Families Working Together (560)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text <b>Title:</b> "Why We Work" (510)	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> Families at Work/"A Family Sawmill" (300) <b>O:</b> Families at Work/"A Family Sawmill" (400) <b>E:</b> Families at Work/"A Family Sawmill" (370) <b>B:</b> Families at Work/"A Family Sawmill" (630)	<b>Reading/Writing Workshop:</b> Purpose  <b>Literature Anthology:</b>  <b>What Makes This Text Complex?:</b> Specific Vocabulary
L.2.4c L.2.5 L.2.5a L1.4c RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> checks, choose, chores, cost, customers, jobs, spend, tools <b>Additional Academic Words:</b> combine, comparison, expand, <b>Vocabulary Strategy:</b> Inflectional Endings <b>High Frequency Words:</b> all, any, goes, new, number, other, right, says, understands, work <b>Oral Vocabulary Words:</b> exchange, homework, lucky, members, treasure			
L.2.2c L.2.2d Ls.2 RF.2.3 RF.2.3a RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Categorization; Phoneme Blending <b>Phonics/Spelling Skill:</b> short i, long i: i_e <b>Structural Analysis:</b> Possessives			
L.2.5a RF.2.4 RF.2.4b RF.2.4c	<b>FLUENCY</b>	<b>Fluency Skill:</b> Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter, Personal Narrative <b>Writing Trait:</b> Sentence <b>Fluency:</b> Vary Sentence Type <b>Write About Reading:</b> Analyze Text Features That Inform and Explain a Topic			
L.2.1 L.2.1f L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Expanding and Combining Sentences <b>Grammar Mechanics:</b> Quotation Marks with Dialogue		<b>INTERIM WINDOW:</b>	
SL.2.1 W.2.7 W.2.8	<b>Research</b>	<b>Weekly:</b> What do different people do at work? <b>Unit Level:</b> Research <b>Skill:</b> Recall Information <b>Unit Project:</b> Self-select and develop from options for unit research projects.			

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<b>UNIT 1</b>	<b>BIG IDEA: Friends and Family-How do families and friends learn, grow, and help one another?</b>		<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 6</b>	<b>ESSENTIAL QUESTION: What happens when families work together?</b>		<b>INTERIM WINDOW:</b>	
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	<b>FLUENCY</b>	Reader's Theater: Room For More	Using Assessment Results Tested skills:	
RI.2.5 W.2.1	<b>COMPREHENSION</b>	<i>TIME FOR KIDS</i> /Reading Digitally: Super Skiers	RETEACH Skill/Strategy:  Instructional strategy (ies)/activity (ies):	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
SL.2.2 SL.2.3 W.2.7 W.2.8	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  Science/Social Studies Connection		
L.2.1 L.2.2b L.2.3 W.2.3 W.2.3 W.2.5 W.2.5 W.2.6 W.2.6	<b>WRITING</b>	Genre Writing: Narrative Text Unit Writing Products: Friendly Letter Personal Narrative	RETEACH Skill/Strategy:  Instructional strategy (ies)/activity (ies):	<input type="checkbox"/> Whole Group <input type="checkbox"/> Small Group Students:
	<b>EXTEND LEARNING</b> Level Up			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Animals in Nature		ESSENTIAL QUESTION: H How do animals survive?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.4 RF.2.4a RI.2.4 RL.2.1 RL.2.3 RL.2.5 RL.2.7 SL.2.1 SL.2.1a SL.2.2 SL.2.3 RCCR3 (Anchor Standard)	<b>Title:</b> "Swamp Life"  <b>Genre:</b> Fiction  <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>SHORT TEXT</b> A Visit to the Desert (490)  <b>Genre:</b> Fiction/Realistic Fiction  <b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot  <b>MAIN SELECTION</b> <b>Genre:</b> Fiction/Realistic Fiction  <b>Title:</b> Sled Dogs Run (480)  <b>PAIRED SELECTION</b>  <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Cold Dog, Hot Fox" (510)	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot  <b>MAIN SELECTIONS</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> Hippos at the Zoo/"Hippos" (220) <b>O:</b> Where Are They Going?/"A Whale's Journey" (440) <b>E:</b> Where Are They Going?/"A Whale's Journey" (380) <b>B:</b> An Arctic Life for Us/"What is a Ptarmigan?" (600)	<b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas  <b>Literature Anthology:</b> <b>What Makes This Text Complex:</b> Organization; Specific Vocabulary
L.2.4 L.2.4b L.2.5 L.2.5a	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> adapt, climate, eager, freedom, fresh, sense, silence, shadows <b>Additional Academic Words:</b> opinion <b>Vocabulary Strategy:</b> Prefixes <b>High Frequency Words:</b> because, cold, family, friends, have, know, off, picture, school, took <b>Oral Vocabulary Words:</b> capture, chorus, croak, reason, visitor			
L.2.2 L.2.2d RF.2.3 RF.2.3a RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Blending <b>Phonics/Spelling Skill:</b> short o, long o: o_e <b>Structural Analysis:</b> Doubling Final Consonants; Drop Final e: ed, -ing			
RF.2.4b W.2.3 W.2.5 W.2.7	<b>FLUENCY</b>  <b>WRITING</b>	<b>Fluency:</b> Phrasing  <b>Writing Trait:</b> Ideas: Descriptive Details <b>Write About Reading:</b> Analyze Illustrations	<b>ASSESSMENTS</b>  Weekly Assessments		
L.2.1 L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Nouns <b>Grammar Mechanics:</b> Commas in a Series		<b>INTERIM WINDOW:</b>	
SL.2.1 W.2.3 W.2.5 W.2.7	<b>Research</b>	<b>Weekly:</b> How do animals survive in their natural environments?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Animals in Stories		ESSENTIAL QUESTION: What can animals in stories teach us?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.4 RF.2.4a RI.2.4 RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.9 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "The Fox and the Crane"  <b>Genre:</b> Fiction/Fable  <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>SHORT TEXT</b> The Boy Who Cried Wolf (460)  <b>Genre:</b> Fiction/Fable  <b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>MAIN SELECTION</b> <b>Genre:</b> Fiction/Fable  <b>Title:</b> Wolf! Wolf! (580)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Cinderella and Friends" (520)	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fable  <b>Titles:</b> <b>A:</b> The Cat and the Mice/"Beware of Tiger!" (200) <b>O:</b> The Dog and the Bone/"The Dingo and His Shadow" (440) <b>E:</b> The Dog and the Bone/"The Dingo and His Shadow" (320) <b>B:</b> The Spider and the Honey Tree/"The Girl and the Spider" (590)	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Organization  <b>Literature Anthology:</b> <b>What Makes This Text Complex:</b> Connections of Ideas; Specific Vocabulary
L.2.4 L.2.4b L.2.4c L.2.5 L.2.5a	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> believe, delicious, feast, fond, lessons, remarkable, snatch, stories <b>Additional Domain Words:</b> morsel, scrumptious <b>Additional Academic Words:</b> fable, reflect, root words, <b>Vocabulary Strategy:</b> Suffixes <b>High Frequency Words:</b> change, cheer, fall, five, look, open, should, their, won, yes <b>Oral Vocabulary Words:</b> affection, crave, frustrated, nourishment, seek			
L.2.2 L.2.2d RF.2.3 RF.2.3a RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Blending <b>Phonics/Spelling Skill:</b> short u, long u: u_e <b>Structural Analysis:</b> CVCe Syllables			
RF.2.4 RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression		<b>ASSESSMENTS</b>  Weekly Assessments	
W.2.3 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Supporting Details <b>Write About Reading:</b> Analyze Themes			
L.2.1 L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Singular and Plural Nouns <b>Grammar Mechanics:</b> Commas in a Series		<b>INTERIM WINDOW:</b>	
RL.2.1 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> How can animal fables teach us lessons?			



## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2		BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW:	
WEEK 3		WEEKLY CONCEPT: Animal Habitats		ESSENTIAL QUESTION: What are features of different animal habitats?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)	
RF.2.4 RF.2.4a RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.9 RL.2.1 RL.2.7 SL.2.1c SL.2.2 SL.2.3 RCCR3 (Anchor Standard)	<b>Title:</b> "Explore a Coral Reef"  <b>Genre:</b> Informational Text  <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>SHORT TEXT</b> A Prairie Guard Dog (490)  <b>Genre:</b> Informational Text/Nonfiction Narrative  <b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Main Topic and Key Details  <b>Text Features:</b> Bold Print, Subheading, Chart, Labels	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Main Topic and Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text  <b>Title:</b> Turtle, Turtle, Watch Out! (520)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "At Home in the River" (500)	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Main Topic and Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> A Tree Full of Life/"Life in a Termite Mound" (310) <b>O:</b> A Tree Full of Life/"Life in a Termite Mound" (460) <b>E:</b> A Tree Full of Life/"Life in a Termite Mound" (410) <b>B:</b> A Tree Full of Life/"Life in a Termite Mound" (630)	<b>Reading/Writing Workshop:</b> Connections of Ideas; Genre  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Connections of Ideas; Specific Vocabulary	
L.2.5 L.2.5a	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> buried, escape, habitat, journey, nature, peeks, restless, spies <b>Additional Domain Words:</b> hatch, raccoons <b>Additional Academic Words:</b> abbreviation, collective noun, common noun, <b>Vocabulary Strategy:</b> Suffixes <b>High Frequency Words:</b> almost, buy, food, out, pull, saw, sky, straight, under, wash <b>Oral Vocabulary Words:</b> defend, encounter, located, positive, react				
L.2.2 L.2.2d L.2.4 L.2.4b L.2.4c RF.2.3 RF.2.3d RF.2f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Blending <b>Phonics/Spelling Skill:</b> Soft c and g <b>Structural Analysis:</b> Prefixes: re-, un-, dis-				
L.2.5 RF.2.4 RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Phrasing			<b>ASSESSMENTS</b>  Weekly Assessments	
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Sequence <b>Write About Reading:</b> Analyze Key Details				
L.2.1 L.2.2 L.2.2a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Kinds of Nouns <b>Grammar Mechanics:</b> Capital Letters			<b>INTERIM WINDOW:</b>	
SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> What are the features of animal habitats?				

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Baby Animals		ESSENTIAL QUESTION: How are offspring like their parents?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RF.2.4 RF.2.4a RI.2.1 RI.2.2 RI.2.4 RI.2.5 RI.2.7 SL.2.1a SL.2.2 SL.2.3	<b>Title:</b> "Wild Animal Families"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Eagles and Eaglets (520)  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>Text Features:</b> Captions, Diagram, Labels	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>MAIN SELECTION Genre:</b> Nonfiction  <b>Title:</b> Baby Bears (590)  <b>PAIRED SELECTION Genre:</b> Informational Text  <b>Title:</b> "From Caterpillar to Butterfly" (560)	<b>Strategy:</b> Reread  <b>Skill:</b> Main Topic and Key Details  <b>MAIN SELECTIONS Genre:</b> Nonfiction  <b>Titles:</b> <b>A:</b> Animal Families/"Tadpoles into Frogs" (320) <b>O:</b> Animal Families/"Tadpoles into Frogs" (490) <b>E:</b> Animal Families/"Tadpoles into Frogs" (390) <b>B:</b> Animal Families/"Tadpoles into Frogs" (600)	<b>Reading/Writing Workshop:</b> Genre; Connections of Ideas  <b>Literature Anthology:</b>  <b>What Makes This Text Complex?</b>
L.2.4 L.2.4a L.2.5 L.2.5a	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> adult, alive, covered, fur, giant, groom, mammal, offspring <b>Additional Academic Words:</b> diagram, <b>Vocabulary Strategy:</b> Multiple Meaning Words <b>High Frequency Words:</b> baby, early, eight, isn't, learn, seven, start, these, try, walk <b>Oral Vocabulary Words:</b> guide, leader, protect, provide, separate			
L.2.2 L.2.2d RF.2.3 RF.2.3d RF.2.3f RF.2.4	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Segmentation; Phoneme Blending <b>Phonics/Spelling Skill:</b> Consonant Digraphs: ch, tch, sh, ph, th, ng, wh <b>Structural Analysis:</b> Suffixes: -ful, -less			
RF.2.4 RF.2.4c	<b>FLUENCY</b>	<b>Fluency Skill:</b> Pronunciation	<b>ASSESSMENTS</b>  Weekly Assessments		
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Linking Words <b>Write About Reading:</b> Analyze Key Details	<b>INTERIM WINDOW:</b>		
L.2.1 L.2.1b	<b>GRAMMAR</b>	<b>Grammar Skill:</b> More Plural Nouns <b>Grammar Mechanics:</b> Abbreviations	<b>INTERIM WINDOW:</b>		
SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> How are baby animals like their parents? How are they different?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?			INSTRUCTIONAL WINDOW:	
WEEK 5	WEEKLY CONCEPT: Animals in Poems		ESSENTIAL QUESTION: What do we love about animals?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
<b>RF.2.3</b> <b>RI.2.4</b> <b>RL.2.1</b> <b>RL.2.4</b> <b>SL.2.1</b> <b>SL.2.2</b> <b>SL.2.3</b>	<b>Title:</b> "The Furry Alarm Clock"  <b>Genre:</b> Poetry  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> "Cats and Kittens," "Desert Camels," "A Bat is Not a Bird" (N/A) <b>Genre:</b> Poetry  <b>Strategy:</b> Reread  <b>Skill:</b> Key Details  <b>Literary Element:</b> Rhythm	<b>Strategy:</b> Reread  <b>Skill:</b> Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Poetry  <b>Title:</b> "Beetles," "The Little Turtle" (N/A)  <b>PAIRED SELECTION</b> <b>Genre:</b> Poetry  <b>Title:</b> "Gray Goose" (N/A)	<b>Strategy:</b> Reread  <b>Skill:</b> Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> Amira's Petting Zoo/"Sheep Season" (250) <b>O:</b> Alice's New Pet/"Baby Joey" (470) <b>E:</b> Alice's New Pet/"Four Little Ducklings" (350) <b>B:</b> Ava's Animals/"Nanook" (570)	<b>Reading/Writing Workshop:</b> Organization; Sentence Structures; Genre <b>Literature Anthology:</b> <b>What Makes This Text Complex:</b> Purpose of the Text; Specific Vocabulary
<b>L.2.4</b> <b>L.2.4a</b> <b>L.2.4c</b> <b>L.2.4e</b> <b>L.2.5</b> <b>L.2.5a</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> behave, express, feathers, flapping <b>Vocabulary Strategy:</b> Multiple Meaning Words <b>High Frequency Words:</b> bird, far, field, flower, grow, leaves, light, orange, ready, until <b>Oral Vocabulary Words:</b> alarm, howling, knobby, munch, problem			
<b>L.2.2</b> <b>L.2.2d</b> <b>L.2.4</b> <b>L.2.4d</b> <b>RF.2.3</b> <b>RF.2.3f</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify and Generate Rhymes; Phoneme Substitution; Phoneme Blending <b>Phonics/Spelling Skill:</b> 3letter Blends: scr, spr, str, thr, spl, shr <b>Structural Analysis:</b> Compound Words			
<b>RF.2.4</b> <b>RF.2.4 b</b>	<b>FLUENCY</b>	<b>Fluency Skill:</b> Phrasing	<b>ASSESSMENTS</b>		
<b>W.2.4</b> <b>W.2.5</b> <b>W.2.6</b>	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Precise Language <b>Write About Reading:</b> Analyze Word Choice	Weekly Assessments		
<b>L.2.1</b> <b>L.2.2</b> <b>L.2.2c</b> <b>L.2.5</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Possessive Nouns <b>Grammar Mechanics:</b> Apostrophes	<b>INTERIM WINDOW:</b>		
<b>SL.2.1</b> <b>SL.2.1a</b> <b>W.2.7</b>	<b>Research</b>	<b>Weekly:</b> Research poems about animals. How do the poets use rhyme, rhythm, and/or word choice to create imagery? <b>Unit Level:</b> Research <b>Skill:</b> Gather Information <b>Unit Project:</b> Self-select and develop from options for unit research projects.			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 2	BIG IDEA: Animal Discoveries — How do animals play a part in the world around us?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION:		INTERIM WINDOW:	
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	<b>FLUENCY</b>	<b>Reader's Theater:</b> The Secret Song	<b>Using Assessment Results</b> <b>Tested skills:</b>	
RI.2.5 W.2.7	<b>COMPREHENSION</b>	<i>TIME FOR KIDS/Reading Digitally:</i> Under the Sea	<b>RETEACH</b> <b>Skill/Strategy:</b>	<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:
SL.2.3 SL.2.5 W.2.6 W.2.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  <b>Science/Social Studies Connection</b>	<b>Instructional strategy (ies)/activity (ies):</b>	
	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter Personal Narrative	<b>RETEACH</b> <b>Skill/Strategy:</b>	<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:
	<b>EXTEND LEARNING</b> Level Up		<b>Instructional strategy (ies)/activity (ies):</b>	

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: The Earth's Forces		ESSENTIAL QUESTION: How do the Earth's forces affect us?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.7 RI.2.8 SL.2.1 SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "Apples and Gravity"  <b>Genre:</b> Nonfiction  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Magnets Work! (560)  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Text Features:</b> Diagram With Labels, Bold Print, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>MAIN SELECTION</b> <b>Genre:</b> Nonfiction  <b>Title:</b> I Fall Down (560)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Move It!" (530)	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>MAIN SELECTIONS</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> Forces at Work/"Machines to Push and Pull" (220) <b>O:</b> Forces at Work/"Machines to Push and Pull" (460) <b>E:</b> Forces at Work/"Machines to Push and Pull" (360) <b>B:</b> Forces at Work/"Machines to Push and Pull" (600)	<b>Reading/Writing Workshop:</b> Genre; Sentence Structures  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a L.2.6	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> amazing, force, measure, objects, proved, speed, true, weight <b>Additional Domain Words:</b> gravity <b>Additional Academic Words:</b> author's purpose, comparison, contractions, <b>Vocabulary Strategy:</b> Similes <b>High Frequency Words:</b> about, around, good, great, idea, often, part, second, two, world <b>Oral Vocabulary Words:</b> college, famous, path, planets, straight			
L.2.2 L.2.2d RF.2.3 RF.2.3b RF.2.3e RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify and Generate Rhyme; Phoneme Categorization; Phoneme Blending <b>Phonics/Spelling Skill:</b> Long a: a, ai, ay, ea, ei, eigh, ey <b>Structural Analysis:</b> Contractions with 's, 're, 'll, 've			
RF.2.4 RF.2.4a RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Intonation	<b>ASSESSMENTS</b>  Weekly Assessments		
W.2.2 W.2.5	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Order Ideas <b>Write About Reading:</b> Analyze Author's Purpose			
L.2.1 L.2.2 L.2.2d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Action Verbs <b>Grammar Mechanics:</b> Abbreviations		<b>INTERIM WINDOW:</b>	
RI.2.1 RI.2.6 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> How do Earth's forces affect us? Research the pushes and pulls in your everyday life.			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Look At the Sky		ESSENTIAL QUESTION: H What can we see in the sky?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.2.1 RL.2.3 RL.2.5 SL.2.1 SL.2.1a SL.2.2 SL.2.3	<b>Title:</b> "The Hidden Sun"  <b>Genre:</b> Fiction  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Starry Night (540)  <b>Genre:</b> Fiction  <b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Sequence	<b>Strategy:</b> Reread <b>Skill:</b> Character, Setting, Plot: Sequence  <b>MAIN SELECTION</b> <b>Genre:</b> Fiction  <b>Title:</b> Mr. Putter & Tabby See the Stars (580)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Day to Night" (550)	<b>Strategy:</b> Reread  <b>Skill:</b> Character, Setting, Plot: Sequence  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> A Special Sunset/"Shadows and Sun Dials" (200) <b>O:</b> A Different Set of Stars/"Stars" (390) <b>E:</b> A Different Set of Stars/"Stars" (330) <b>B:</b> Shadows in the Sky/"Eclipses" (540)	<b>Reading/Writing Workshop:</b> Purpose  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Organization; Connections of Ideas; Specific Vocabulary
L.2.4 L.2.4d L.2.5 L.2.5a L.2.6 RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> adventure, delighted, dreamed, enjoyed, grumbled, moonlight, neighbor, nighttime <b>Additional Domain Words:</b> jellyroll, Big Dipper, Milky Way <b>Vocabulary Strategy:</b> Compound Words <b>High Frequency Words:</b> also, apart, begin, either, hundred, over, places, those, which, without <b>Oral Vocabulary Words:</b> exactly, present, reports, telescopes, total			
RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3e RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Isolation; Phoneme Substitution; Phoneme Blending; Phoneme Categorization <b>Phonics/Spelling Skill:</b> Long i: i, y, igh, ie <b>Structural Analysis:</b> Open Syllables			
RF.2.4 RF.2.4a RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Intonation			<b>ASSESSMENTS</b>
W.2.3 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Linking Words <b>Write About Reading:</b> Analyze Story Structure			Weekly Assessments
L.2.2 L.2.2d L.2.1	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Present-Tense Verbs <b>Grammar Mechanics:</b> Commas in a Series			<b>INTERIM WINDOW:</b>
RL.2.1 RL.2.5 SL.2.1 SL.2.6 W.2.7	<b>Research</b>	<b>Weekly:</b> Explore the phases of the Moon.			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Ways People Help		ESSENTIAL QUESTION: How can people help out their community?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.8 RL.2.1 RL.2.2 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "Color Your Community"  <b>Genre:</b> Nonfiction Narrative  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Lightning Lives (650)  <b>Genre:</b> Informational Text/Nonfiction Narrative  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Purpose  <b>Text Feature:</b> Photos With Captions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Purpose  <b>MAIN SELECTION</b> <b>Genre:</b> Narrative Nonfiction  <b>Title:</b> Biblioburro: A True Story from Colombia (700)  <b>PAIRED SELECTION</b> <b>Genre:</b> Fiction/Folktale  <b>Title:</b> "The Enormous Turnip" (610)	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Author's Purpose  <b>MAIN SELECTIONS</b> <b>Genre:</b> Narrative Nonfiction  <b>Titles:</b> <b>A:</b> City Communities/"Magic Anansi" (290) <b>O:</b> City Communities/"Magic Anansi" (500) <b>E:</b> City Communities/"Magic Anansi" (400) <b>B:</b> City Communities/"Magic Anansi" (620)	<b>Reading/Writing Workshop:</b> Connections of Ideas  <b>Literature Anthology:</b> <b>What Makes This Text Complex:</b> Specific Vocabulary; Sentence Structure
L.2.4 L.2.4d L.2.5 L.2.5a L.2.5b L.4.5c RI.2.4	VOCABULARY	Oral <b>Vocabulary Words:</b> artist, celebration, commented, community, mural			
RF.2.4 RF.2.4a RF.2.4b	PHONICS/SPELLING	<b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Substitution; Phoneme Addition; Phoneme Blending <b>Phonics/Spelling Skill:</b> Long o: o, oa, ow, oe <b>Structural Analysis:</b> Contractions with not			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	<b>Fluency Skill:</b> Expression	<b>ASSESSMENTS</b>  Weekly Assessments		
W.2.5 W.2.1	WRITING	<b>Writing Trait:</b> Voice: Opinions <b>Write About Reading:</b> Analyze Author's Purpose			
L.2.1 L.2.2 L.2.2b L.2.2d	GRAMMAR	<b>Grammar Skill:</b> Past- and Future Tense Verbs <b>Grammar Mechanics:</b> Letter Punctuation		<b>INTERIM WINDOW:</b>	
RI.2.1 RI.2.6 SL.2.1 W.2.7	Research	<b>Weekly:</b> How do people solve problems or help in your community?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Weather Alert!		ESSENTIAL QUESTION: How does weather affect us?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEX (ACT)
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.8 RI.2.9 SL.2.1 SL.2.2 SL.2.3	<b>Title:</b> "Clouds All round"  <b>Genre:</b> Expository <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> Tornado! (660)  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Photos With Captions, Bold Print, Subheadings, Sidebar With Directions	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Expository  <b>Title:</b> Wild Weather (670)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Can You Predict the Weather?" (610)	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Weather All Around/"Colors in the Sky" (290) <b>O:</b> Weather All Around/"Colors in the Sky" (460) <b>E:</b> Weather All Around/"Colors in the Sky" (370) <b>B:</b> Weather All Around/"Colors in the Sky" (630)	<b>Reading/Writing Workshop:</b> Purpose  <b>Literature Anthology:</b> Connections of Ideas; Specific Vocabulary
L.2.5 L.2.5a L.2.5b L.4.5 L.4.5c RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> damage, dangerous, destroy, event, harsh, prevent, warning, weather <b>Additional Domain Words:</b> temperature <b>Additional Academic Words:</b> pattern <b>Vocabulary Strategy:</b> Antonyms <b>High Frequency Words:</b> after, before, every, few, first, hear, hurt, old, special, would <b>Oral Vocabulary Words:</b> gloomy, pleasant, predict, reflect, rises			
RF.2.3 RF.2.3b RF.2.3e RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending Phonics/ <b>Spelling Skill:</b> Long e: e, ee, ea, ie, y, ey, e_e <b>Structural Analysis:</b> -s, -es			
RF.2.4 RF.2.4a RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
W.2.2 W.2.8 W.2.5	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Strong Conclusions <b>Write About Reading:</b> Analyze Text Features			
L.2.1 L.2.2 L.2.2d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> The Verb Have <b>Grammar Mechanics:</b> Book Titles		<b>INTERIM WINDOW:</b>	
RI.2.1 RI.2.2 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> How can people stay safe in extreme weather?			



## GRADE 2 LANGUAGE ARTS PACING GUIDE

<b>UNIT 3</b>	<b>BIG IDEA: Live and Learn — What have you learned about the world that surprises you?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 5</b>	<b>WEEKLY CONCEPT: Express Yourself</b>		<b>ESSENTIAL QUESTION: How do you express yourself?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.7 RI.2.8 SL.2.1 SL.2.2 SL.2.3	<b>Title:</b> "Why People Drum"  <b>Genre:</b> Time For Kids  <b>Strategy:</b> Ask and Answer Questions	<b>SHORT TEXT</b> "They've Got the Beat!" (620)  <b>Genre:</b> Time For Kids  <b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Photos With Captions, Bar Graph	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Time For Kids  <b>Title:</b> Many Ways to Enjoy Music (680)  <b>PAIRED SELECTION</b> <b>Genre:</b> Time For Kids <b>Title:</b> "A Musical Museum" (640)	<b>Strategy:</b> Ask and Answer Questions  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> The Sounds of Trash/"Talking Underwater" (410) <b>O:</b> The Sounds of Trash/"Talking Underwater" (530) <b>E:</b> The Sounds of Trash/"Talking Underwater" (380) <b>B:</b> The Sounds of Trash/"Talking Underwater" (590)	<b>Reading/Writing Workshop:</b> Organization; Sentence Structures  <b>Literature Anthology:</b> <b>What Makes This Text Complex:</b> Purpose of Text; Specific Vocabulary
L.2.4 L.2.4b L.2.4c L.2.5a L.3.5 L.3.5a L.4.5c RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> cheered, concert, instrument, movements, music, rhythm, sounds, understand <b>Additional Academic Words:</b> blend, combine, <b>Vocabulary Strategy:</b> Prefixes <b>High Frequency Words:</b> America, beautiful, began, climbed, come, country, didn't, give, live, turned <b>Oral Vocabulary Words:</b> communicate, festivals, respect, squeezing, tradition			
RF.2.3 RF.2.3a RF.2.3c RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Addition and Deletion; Identify and Generate Alliteration; Phoneme Blending <b>Phonics/Spelling Skill:</b> Long u: u_e, ew, ue, u <b>Structural Analysis:</b> Comparative Endings: -er, est			
RF.2.4 RF.2.4a RF.2.4c	<b>FLUENCY</b>	<b>Fluency Skill:</b> Pronunciation			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.1 W.2.5	<b>WRITING</b>	<b>Writing Trait:</b> Sentence <b>Fluency:</b> Vary Sentence Length <b>Write About Reading:</b> Analyze Key Details			
L.2.1 L.2.1f L.2.2 L.2.2d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Combining and Rearranging Sentences <b>Grammar Mechanics:</b> Sentence Punctuation			<b>INTERIM WINDOW:</b>
RI.2.1 RI.2.2 SL.2.1 W.2.2 W.2.7	<b>Research</b>	<b>Weekly:</b> How do different musical instruments work? <b>Unit Level:</b> Research <b>Skill:</b> Parts of the Library <b>Unit Project:</b> Self-select and develop from options for unit research projects.			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 3	BIG IDEA: Live and Learn — What have you learned about the world that surprises you?		INSTRUCTIONAL WINDOW:
WEEK 6	ESSENTIAL QUESTION: What happens when families work together?		INTERIM WINDOW:
UCS	UNIT WRAP-UP	SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	<b>FLUENCY</b>	<b>Reader's Theater:</b> I'll Be the Dragon	<b>Using Assessment Results</b> <b>Tested skills:</b>
RI.2.5 W.2.1	<b>COMPREHENSION</b>	<b>TIME FOR KIDS/Reading Digitally:</b> Antarctica-Bound	<b>RETEACH</b> <b>Skill/Strategy:</b>
SL.2.1 SL.2.1a SL.2.1c W.2.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  <b>Science/Social Studies Connection</b>	<b>Instructional strategy (ies)/activity (ies):</b>
W.2.1 W.2.5 W.2.6	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter Personal Narrative	<b>RETEACH</b> <b>Skill/Strategy:</b>
	<b>EXTEND LEARNING</b> Level Up		<b>Instructional strategy (ies)/activity (ies):</b>
			<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Different Places		ESSENTIAL QUESTION: H What makes different parts of the world different?		
UCS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.3 RI.2.5 RI.2.7 RI.2.9 SL.2.1 SL.2.1c SL.2.2 SL.2.3 SL.2.6	<b>Title:</b> "Where Do You Live?"  <b>Genre:</b> Expository  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Alaska: A Special Place (560)  <b>Genre:</b> Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>Text Features:</b> Map, Key, Labels, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> Rain Forests (580)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "African Savannas" (680)	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Compare and Contrast  <b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Rocky Mountain National Park/"Yellowstone" (320) <b>O:</b> Rocky Mountain National Park/"Yellowstone" (540) <b>E:</b> Rocky Mountain National Park/"Yellowstone" (430) <b>B:</b> Rocky Mountain National Park/"Yellowstone" (630)	<b>Reading/Writing Workshop:</b> Visual Display About a Region  <b>Literature Anthology:</b> Analyze Ideas Across Texts
L.2.4 L.2.4d L.2.5 L.2.5a RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> eerie, growth, layers, lively, location, region, seasons, temperate <b>Additional Domain Words:</b> Amazon, equator, tropical <b>Vocabulary Strategy:</b> Compound Words <b>High Frequency Words:</b> below, colors, don't, down, eat, many, morning, sleep, through, very <b>Oral Vocabulary Words:</b> factories, harbors, produce, timber, valleys			
L.2.2 L.2.2d RF.2.3 RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Identity; Phoneme Categorization; Phoneme Blending <b>Phonics/Spelling Skill:</b> Silent Letters wr, kn, gn, mb, sc <b>Structural Analysis:</b> Prefixes/Suffixes			
RF.2.4 RF.2.4a	<b>FLUENCY</b>	<b>Fluency Skill:</b> Pronunciation		<b>ASSESSMENTS</b>	
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Focus on a Topic <b>Write About Reading:</b> Analyze Ideas Across Texts		Weekly Assessments	
L.2.1 L.2.2 L.2.2a L.2.2d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Linking Verbs <b>Grammar Mechanics:</b> Capitalization of Proper Nouns		<b>INTERIM WINDOW:</b>	
RI.2.1 RI.2.5 RI.2.7 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> Explore the land features, plants, animals, and climate of a region.			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Earth Changes		ESSENTIAL QUESTION: How does the Earth change?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.3 RI.2.5 SL.2.1 SL.2.2 SL.2.3	<b>Title:</b> "Earth Changes"  <b>Genre:</b> Expository  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Into the Sea (650)  <b>Genre:</b> Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Text Features:</b> Photos, Bold Print, Subheadings	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> Volcanoes (680)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "To The Rescue" (750)	<b>Strategy:</b> Reread  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Earthquakes/"Glaciers" (350) <b>O:</b> Earthquakes/"Glaciers" (530) <b>E:</b> Earthquakes/"Glaciers" (430) <b>B:</b> Earthquakes/"Glaciers" (630)	<b>Reading/Writing Workshop:</b> Prior Knowledge; Organization  <b>Literature Anthology:</b> <b>What Makes This Text Complex:</b> Specific Vocabulary
L.2.2 L.2.2d L.2.4 L.2.4a L.2.4d L.2.5 L.2.5a RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> active, Earth, explode, island, local, properties, solid, steep <b>Additional Domain Words:</b> erupt, lava <b>Additional Academic Words:</b> time-order words <b>Vocabulary Strategy:</b> Sentence Clues <b>High Frequency Words:</b> animal, away, building, found, from, Saturday, thought, today, toward, watch <b>Oral Vocabulary Words:</b> carved, glide, sphere, suddenly, surface			
RF.2.3 RF.2.3b RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Phoneme Substitution <b>Phonics/Spelling Skill:</b> r-controlled vowels/ûr/er, ir, ur, or <b>Structural Analysis:</b> Inflectional Endings			
RF.2.4 RF.2.4a	<b>FLUENCY</b>	<b>Fluency Skill:</b> Phrasing			<b>ASSESSMENTS</b>
W.2.2 W.2.5 W.2.6 W.2.8	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Time-Order Words <b>Write About Reading:</b> Analyze Author's Word Choice			Weekly Assessments
L.2.1 L.2.1d L.2.2 L.2.2d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Helping Verbs <b>Grammar Mechanics:</b> Quotation Marks			<b>INTERIM WINDOW:</b>
RI.2.1 RI.2.3 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> How do natural events change the earth?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Our Culture Makes Us Special	ESSENTIAL QUESTION: How are kids around the world different?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.2.1 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL1.6 SL.2.1 SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "My New School"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> Happy New Year! (590)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Compare and Contrast	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting, Plot: Compare and Contrast  <b>MAIN SELECTION</b> <b>Genre:</b> Realistic Fiction <b>Title:</b> Dear Primo: A Letter to My Cousin (610)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository <b>Title:</b> "Games Around the World" (600)	<b>Strategy:</b> Visualize  <b>Skill:</b> Character, Setting Plot: Compare and Contrast  <b>MAIN SELECTIONS</b> <b>Genre:</b> Realistic Fiction <b>Titles:</b> <b>A:</b> Sharing Cultures/"Music Around the World" (350) <b>O:</b> A New Life in India/"Dress Around the World" (480) <b>E:</b> A New Life in India/"Dress Around the World" (440) <b>B:</b> Akita and Carlo/"Food Around the World" (620)	<b>Reading/Writing Workshop:</b> Prior Knowledge  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Organization; Sentence Structure; Specific Vocabulary
L.2.5 L.2.5a L.2.6 RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> common, costume, customs, favorite, parade, surrounded, travels, wonder <b>Additional Domain Words:</b> cousin, primo <b>Additional Academic Words:</b> voice <b>Vocabulary Strategy:</b> Similes <b>High Frequency Words:</b> ago, carry, certain, everyone, heavy, outside, people, problem, together, warm <b>Oral Vocabulary Words:</b> accompanies assigns, crowded, locker, usual			
L.2.1 L.2.1b L.2.2 L.2.2d RF.2.3 RF.2.3e RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Generate Rhyme; Initial Sound and Substitution; Phoneme Blending <b>Phonics/Spelling Skill:</b> r-controlled vowels/ôr/or, ore, oar;/är/ar <b>Structural Analysis:</b> Irregular Plurals			
RF.2.4 RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.3 W.2.5 W.2.6 W.2.8	<b>WRITING</b>	<b>Writing Trait:</b> Voice: Show Feelings <b>Write About Reading:</b> Analyze How an Author Compares Characters and Events			
L.2.1 L.2.1d L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Irregular Verbs <b>Grammar Mechanics:</b> Book Titles			
RI.2.1 RL.2.1 RL.2.5 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> Research games from around the world. How are they played?			<b>INTERIM WINDOW:</b>

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Folktales About Nature		ESSENTIAL QUESTION: How can we understand nature?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RL.2.1 RL.2.2 RL.2.5 RL.2.6 RL.2.7 SL.2.1 SL.2.2 SL.2.3	<b>Title:</b> "How Thunder and Lightning Came to Be"  <b>Genre:</b> Folktale/Drama Visualize	<b>SHORT TEXT</b> "Why the Sun and the Moon Live in the Sky (N/A)  <b>Genre:</b> Play  <b>Strategy:</b> Visualize  <b>Skill:</b> Theme	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>MAIN SELECTION</b> <b>Genre:</b> Folktale/Drama  <b>Title:</b> How the Beetle Got Her Colors (N/A)  <b>PAIRED SELECTION</b> <b>Genre:</b> Fiction/Folktale  <b>Title:</b> "How the Finch Got Its Colors" (600)	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>MAIN SELECTIONS</b> <b>Genre:</b> Folktale  <b>Titles:</b> <b>A:</b> Why Turtles Live in Water/"Why Corn Has Silk" (290) <b>O:</b> How Butterflies Came to Be/"How the Rainbow Was Made" (440) <b>E:</b> How Butterflies Came to Be/"How the Rainbow Was Made" (340) <b>B:</b> Why Spider Has 8 Thin Legs/"Why There Are Stars" (600)	<b>Reading/Writing Workshop:</b> Genre; Purpose  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Specific Vocabulary
L.2.4 L.2.4c L.2.5 L.2.5a RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> ashamed, boast, dash, holler, plenty, similarities, victory, wisdom <b>Vocabulary Strategy:</b> Root Words <b>High Frequency Words:</b> again, behind, eyes, gone, happened, house, inside, neither, stood, young <b>Oral Vocabulary Words:</b> blustery, chilly, drenched, drizzle, task			
L.2.2 L.2.2d RF.2.3 RF.2.3d RF.2.3e RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Blending; Identify Syllables <b>Phonics/Spelling Skill:</b> r-controlled vowels/ir/eer, ere, ear <b>Structural Analysis:</b> Abbreviations			
RF.2.4 RF.2.4a RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.3 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Develop Character <b>Write About Reading:</b> Analyze Theme			
L.2.2 L.2.1 L.2.1d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Irregular Verbs <b>Grammar Mechanics:</b> Letter Punctuation			<b>INTERIM WINDOW:</b>
RL.2.1 RL.2.2 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> How do folktales from different cultures explain nature?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

<b>UNIT 4</b>	<b>BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 5</b>	<b>WEEKLY CONCEPT: Poems About Nature</b>	<b>ESSENTIAL QUESTION: What excites us about nature?</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
<b>RL.2.1</b> <b>RL.2.2</b> <b>RL.2.4</b> <b>RL.2.5</b> <b>RL.2.10</b> <b>SL.2.1</b> <b>SL.2.1a</b> <b>SL.2.2</b> <b>SL.2.3</b>	<b>Title:</b> "Redwood National Forest," "The Amazing Meadow," "The Sahara Desert"  <b>Genre:</b> Poetry  <b>Strategy:</b> Visualize  <b>Strategy:</b> Visualize	<b>SHORT TEXT</b> "Snow Shape," "Nature Walk," "In the Sky" (N/A)  <b>Genre:</b> Poetry  <b>Strategy:</b> Visualize  <b>Skill:</b> Theme Literary Element: Repetition	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>MAIN SELECTION</b> <b>Genre:</b> Poetry  <b>Title:</b> "April Rain Song," "Rain Poem" (N/A)  <b>PAIRED SELECTION</b> <b>Genre:</b> Poetry  <b>Title:</b> "Helicopters," "Windy Tree" (N/A)	<b>Strategy:</b> Visualize  <b>Skill:</b> Theme  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> A Hike in the Woods/"The Woods" (340) <b>O:</b> A Little World/"See a Star" (500) <b>E:</b> A Little World/"By the Sea" (400) <b>B:</b> Star Party/"Moon" (590)	<b>Reading/Writing Workshop:</b> Purpose; Connections of Ideas  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Specific Vocabulary
<b>L.2.4</b> <b>L.2.4c</b> <b>L.2.5</b> <b>L.2.5a</b> <b>L.2.6</b> <b>RI.2.4</b>	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> drops, excite, outdoors, pale <b>Additional Academic Words:</b> sensory words <b>Vocabulary Strategy:</b> Similes <b>High Frequency Words</b> among, bought, knew, never, once, soon, sorry, talk, touch, upon <b>Oral Vocabulary Words:</b> broad, dunes, plump, swaying, twirling			
<b>L.2.2</b> <b>L.2.2d</b> <b>RF.2.3</b> <b>RF.2.3f</b>	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending <b>Phonics/Spelling Skill:</b> r-controlled vowels/â/are, air, ear, ere <b>Structural Analysis:</b> r-controlled Vowel Syllables			
<b>RF.2.4</b>	<b>FLUENCY</b>	<b>Fluency Skill:</b> Phrasing	<b>ASSESSMENTS</b>  Weekly Assessments		
<b>W.2.5</b> <b>W.2.6</b> <b>W.2.8</b>	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Sensory Words <b>Write About Reading:</b> Analyze Word Choice and Provide Opinion			
<b>L.2.1</b> <b>L.2.2</b> <b>L.2.2c</b> <b>L.2.2d</b>	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Contractions <b>Grammar Mechanics:</b> Contractions/Apostrophes			
<b>RL.2.1</b> <b>RL.2.4</b> <b>SL.2.1</b> <b>SL.2.1a</b> <b>W.2.7</b>	<b>Research</b>	<b>Weekly:</b> Research nature poems. How are similes used in poems about nature? <b>Unit Level:</b> Research <b>Skill:</b> Taking Notes <b>Unit Project:</b> Self-select and develop from options for unit research projects.			<b>INTERIM WINDOW:</b>

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 4	BIG IDEA: Our Life/Our World — How do different environments make the world an interesting place?		INSTRUCTIONAL WINDOW:
WEEK 6	ESSENTIAL QUESTION:		INTERIM WINDOW:
UCS	UNIT WRAP-UP	SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	<b>FLUENCY</b>	<b>Reader's Theater:</b> A Whale of a Story	<b>Using Assessment Results</b> <b>Tested skills:</b>
RI.2.5 W.2.7	<b>COMPREHENSION</b>	<b>TIME FOR KIDS/Reading Digitally:</b> Hope for the Everglades	<b>RETEACH</b> <b>Skill/Strategy:</b>
SL.2.1 SL.2.1a SL.2.1b W.2.6 W.2.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  <b>Science/Social Studies Connection</b>	<b>Instructional strategy (ies)/activity (ies):</b>
L.2.2 RL.2.4 SL.2.5 W.2.3 W.2.5 W.2.6 W.2.8	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter Personal Narrative	<b>RETEACH</b> <b>Skill/Strategy:</b>
	<b>EXTEND LEARNING</b> Level Up		<b>Instructional strategy (ies)/activity (ies):</b>
			<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:



## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Let's Make a Difference — How can people make a difference?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Being a Good Citizen		ESSENTIAL QUESTION: What do good citizens do?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.5 RL.2.2 RL.2.6 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "A Boy Named Martin"  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> A Difficult Decision (510)  <b>Genre:</b> Realistic Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Realistic Fiction <b>Title:</b> Grace for President (580)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Nonfiction Narrative  <b>Title:</b> "Helping to Make Smiles" (520)	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTIONS</b> <b>Genre:</b> Realistic Fiction  <b>Titles:</b> <b>A:</b> Fixing the Playground/"Hero" (340) <b>O:</b> The Food Crew/"A School Feeds Others" (480) <b>E:</b> The Food Crew/"A School Feeds Others" (430) <b>B:</b> How Many Greats?/"Freedom Walk" (620)	<b>Reading/Writing Workshop:</b> Organization; Sentence Structure  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Specific Vocabulary; Prior Knowledge; Connections of Ideas
L.2.4 L.2.4d L.2.5 L.2.5a RI.2.4	VOCABULARY	<b>Vocabulary Words:</b> champion, determined, issues, promises, responsibility, rights, volunteered, votes <b>Additional Domain Words:</b> electoral, constituents, candidate <b>Additional Academic Words:</b> quotation marks, <b>Vocabulary Strategy:</b> Suffixes <b>High Frequency Words</b> answer, been, body, build, head, heard, minutes, myself, pretty, pushed <b>Oral Vocabulary Words:</b> calm, concern, exhausted, offered, treat			
L.2.1 L.2.1b L.2.2 L.2.2d RF.2.3 RF.2.3b RF.2.3f	PHONICS/SPELLING	<b>Phonemic Awareness:</b> Phoneme Reversal; Initial and Final Sound Substitution; Phoneme Blending <b>Phonics/Spelling Skill:</b> Diphthongs ou, ow <b>Structural Analysis:</b> Irregular Plurals			
RF.2.4 RF.2.4a RF.2.4b	FLUENCY	<b>Fluency Skill:</b> Intonation	<b>ASSESSMENTS</b>  Weekly Assessments		
W.2.3 W.2.5 W.2.6	WRITING	<b>Writing Trait:</b> Ideas: Descriptive Details <b>Write About Reading:</b> Analyze Point of View			
L.2.1 L.2.2	GRAMMAR	<b>Grammar Skill:</b> Pronouns <b>Grammar Mechanics:</b> Quotation Marks		<b>INTERIM WINDOW:</b>	
RL.2.1 RL.2.6 SL.2.1 W.2.7 W.2.8	Research	<b>Weekly:</b> How can kids be good citizens at school and in the community?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Let's Make a Difference — How can people make a difference?			INSTRUCTIONAL WINDOW:	
WEEK 2	WEEKLY CONCEPT: Cooperation Works!		ESSENTIAL QUESTION: How do people get along?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.5 RL.2.2 RL.2.3 RL.2.5 RL.2.6 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "My First Day"  <b>Genre:</b> Summarize  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Soccer Friends (510)  <b>Genre:</b> Fiction  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Fiction  <b>Title:</b> Once Upon a Baby Brother (560)  <b>PAIRED SELECTION Genre:</b> Informational Text/Expository  <b>Title:</b> "Bully-Free Zone" (640)	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> Rainy Day/"Boys and Girls Club" (350) <b>O:</b> Thirteen Is a Crowd/"Big Brothers Big Sisters" (500) <b>E:</b> Thirteen Is a Crowd/"Big Brothers Big Sisters" (400) <b>B:</b> Partners/"4-H" (660)	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Connections of Ideas; Organization; Specific Vocabulary
L.2.4 L.2.4a L.2.5 L.2.5a RL.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> amused, cooperate, describe, entertained, imagination, interact, patient, peaceful <b>Additional Domain Words:</b> brainstormed <b>Vocabulary Strategy:</b> Idioms <b>High Frequency Words:</b> brought, busy, else, happy, I'll, laugh, love, maybe, please, several <b>Oral Vocabulary Words:</b> audience, decorate, instructions, pretended, shiver			
L.2.1 L.2.2 L.2.2d RF.2.3 RF.2.3b RF.2.3d RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Blending; Phoneme Substitution; Phoneme Segmentation; Phoneme Deletion <b>Phonics/Spelling Skill:</b> Diphthongs oy, oi <b>Structural Analysis:</b> Consonant + le (el, al) Syllables			
RF.2.4 RF.2.4a RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression		<b>ASSESSMENTS</b>  Weekly Assessments	
W.2.3 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Sentence <b>Fluency:</b> Vary Sentence Length <b>Write About Reading:</b> Analyze Point of View			
L.2.1 L.2.1c L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Pronouns I and Me, We and Us <b>Grammar Mechanics:</b> Capitalizing the Pronoun I		<b>INTERIM WINDOW:</b>	
RI.2.1 RL.2.6 SL.2.1 SL.2.1a W.2.7	<b>Research</b>	<b>Weekly:</b> How do people get along in different settings and situations?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Let's Make a Difference — How can people make a difference?			INSTRUCTIONAL WINDOW:	
WEEK 3	WEEKLY CONCEPT: Our Heroes	ESSENTIAL QUESTION: What do heroes do?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.3 RI.2.5 RI.2.6 RI.2.8 RL.2.2 SL.2.1 SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "A Hero On and Off Skis"  <b>Genre:</b> Informational Text/Biography  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> César Chávez (600)  <b>Genre:</b> Informational Text/Biography  <b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>Text Features:</b> Bold Print, Subheadings, Timeline	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text/Biography  <b>Title:</b> Brave Bessie (650)  <b>PAIRED SELECTION</b> <b>Genre:</b> Fiction/Legend  <b>Title:</b> "The Legend of Kate Shelley" (640)	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Sequence  <b>MAIN SELECTIONS</b> <b>Genre:</b> Biography  <b>Titles:</b> <b>A:</b> Rudy Garcia-Tolson/"The Unsinkable Molly Brown" (380) <b>O:</b> Rudy Garcia-Tolson/"The Unsinkable Molly Brown" (550) <b>E:</b> Rudy Garcia-Tolson/"The Unsinkable Molly Brown" (470) <b>B:</b> Rudy Garcia-Tolson/"The Unsinkable Molly Brown" (640)	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b> Specific Vocabulary
L.2.4a L.2.4c L.2.4e L.2.5 RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> agree, challenging, discover, heroes, interest, perform, study, succeed <b>Vocabulary Strategy:</b> Synonyms <b>High Frequency Words</b> air, along, always, draw, during, ever, meant, nothing, story, won't <b>Oral Vocabulary Words:</b> competing, inspired, limited, overcome, refused			
L.2.2 L.2.2d RF.2.3 RF.2.3f RF.2.5b	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Categorization; Phoneme Blending <b>Phonics/Spelling Skill:</b> Variant Vowels: /ü/oo, u, u_e, ew, ue, ui; /û/ oo, ou, u <b>Structural Analysis:</b> Contractions with not			
RF.2.4 RF.2.4a	<b>FLUENCY</b>	<b>Fluency Skill:</b> Phrasing			<b>ASSESSMENTS</b>
W.2.2 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Sequence <b>Write About Reading:</b> Analyze Sequence			Weekly Assessments
L.2.1 L.2.2 L.2.2a L1.1 L1.1d	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Possessive Pronouns <b>Grammar Mechanics:</b> Capitalization of Proper Nouns			<b>INTERIM WINDOW:</b>
RI.2.1 RL.2.3 SL.2.1 W.2.2 W.2.7	<b>Research</b>	<b>Weekly:</b> Explore the life of an American hero.			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

<b>UNIT 5</b>	<b>BIG IDEA: Let's Make a Difference — How can people make a difference?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 4</b>	<b>WEEKLY CONCEPT: Preserving Our Earth</b>		<b>ESSENTIAL QUESTION: How can we protect the Earth?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RL.2.3 RL.2.5 RL.2.6 SL.2.1c SL.2.2 SL.2.3 SL.2.6	<b>Title:</b> "Clean Water"  <b>Genre:</b> Fiction  <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>SHORT TEXT</b> The Art Project (660)  <b>Genre:</b> Fiction  <b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>MAIN SELECTION</b> <b>Genre:</b> Fiction  <b>Title:</b> The Woodcutter's Gift (690)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "Earth's Resources" (600)	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Character, Setting, Plot: Problem and Solution  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> Let's Carpool/"The Clean Air Campaign" (350) <b>O:</b> Our Beautiful Tree/"Dirt!" (550) <b>E:</b> Our Beautiful Tree/"Dirt!" (440) <b>B:</b> Family Night Unplugged/"Tips For Saving Power" (640)	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Sentence Clues  <b>Literature Anthology:</b> <b>What Makes This Text Complex:</b> Connections of Ideas; Specific Vocabulary
L.2.4 L.2.4a L.2.5 L.2.5a RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> curious, distance, Earth resources, enormous, gently, proudly, rarely, supply <b>Additional Academic Words:</b> cause and effect, <b>Vocabulary Strategy:</b> Homophones <b>High Frequency Words</b> city, father, mother, o'clock, own, questions, read, searching, sure, though <b>Oral Vocabulary Words:</b> hesitated, memorable, pollution, reasons, suggest			
L.2.2 RF.2.3 RF.2.3b RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Deletion; Phoneme Blending; Phoneme Addition <b>Phonics/Spelling Skill:</b> Variant Vowels:/ô/a, aw, au, augh, al, ough <b>Structural Analysis:</b> Vowel Team Syllables			
RF.2.4 RF.2.4a RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Intonation			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.3 W.2.5 W.2.6 W.2.8	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Linking Words <b>Write About Reading:</b> Analyze Character, Setting, and Plot			
L.2.2 L.2.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Contractions <b>Grammar Mechanics:</b> Contractions/Possessive Pronouns			<b>INTERIM WINDOW:</b>
RL.2.1 RL.2.3 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> How can recycling different items and materials help protect the earth?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5		BIG IDEA: Let's Make a Difference — How can people make a difference?			INSTRUCTIONAL WINDOW:
WEEK 5		WEEKLY CONCEPT: Rights and Rules		ESSENTIAL QUESTION: Why are rules important?	
UCS	COMPREHENSION	READING/Writing WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.3 RI.2.4 RI.2.5 RI.2.7 RL.2.3 SL.2.1 SL.2.2 SL.2.3	<b>Title:</b> "Town Rules"  <b>Genre:</b> Time For Kids  <b>Strategy:</b> Make, Confirm, Revise Predictions	<b>SHORT TEXT</b> Visiting the Past (610)  <b>Genre:</b> Time For Kids  <b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>Text Features:</b> Subheadings, Chart	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Connections Within a Text: Cause and Effect  <b>MAIN SELECTION</b> <b>Genre:</b> Time For Kids  <b>Title:</b> Setting the Rules (610) Paired Selection  <b>Genre:</b> Time For Kids  <b>Title:</b> "American Symbols" (650)	<b>Strategy:</b> Make, Confirm, Revise Predictions  <b>Skill:</b> Connections With a Text: Cause and Effect  <b>MAIN SELECTIONS</b> <b>Genre:</b> Expository Text  <b>Titles:</b> <b>A:</b> Government Rules/"Pool Rules" (460) <b>O:</b> Government Rules/"Pool Rules" (540) <b>E:</b> Government Rules/"Pool Rules" (490) <b>B:</b> Government Rules/"Pool Rules" (670)	<b>Reading/Writing Workshop:</b> Specific Vocabulary; Purpose  <b>Literature Anthology:</b> Purpose of a Text; Specific Vocabulary
L.2.4 L.2.4a L.2.4c L.2.5 L.2.5a	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> exclaimed, finally, form, history, public, rules, united, writers <b>Additional Academic Words:</b> alphabetical order,, symbols <b>Vocabulary Strategy:</b> Multiple Meaning Words <b>High Frequency Words:</b> anything, children, everybody, instead, paper, person, voice, whole, woman, words <b>Oral Vocabulary Words:</b> elected, permission, recycle, services, transportation			
L.2.2 L.2.2d RF.2.3e RF.2.3f RF2.3	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Deletion; Phoneme Segmentation; Phoneme Reversal; Phoneme Blending <b>Phonics/Spelling Skill:</b> Short Vowel Digraphs:/e/ea;/u/ou;/i/y <b>Structural Analysis:</b> Alphabetical Order (two letters)			
RF.2.4	<b>FLUENCY</b>	<b>Fluency Skill:</b> Pronunciation			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Voice: Formal vs. Informal <b>Write About Reading:</b> Analyze Cause and Effect			
L.2.1 L.2.2 L.2.3 L.2.3a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Pronoun-Verb Agreement <b>Grammar Mechanics:</b> Book Titles			
RI.2.3 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> Explore the history and significance of an American symbol. <b>Unit Level:</b> Research <b>Skill:</b> Review Parts of the Library <b>Unit Project:</b> Self-select and develop from options for unit research projects.			<b>INTERIM WINDOW:</b>

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 5	BIG IDEA: Let's Make a Difference — How can people make a difference?		INSTRUCTIONAL WINDOW:
WEEK 6	ESSENTIAL QUESTION:		INTERIM WINDOW:
UCS	UNIT WRAP-UP	SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	<b>FLUENCY</b>	<b>Reader's Theater:</b> The Search for the Magic Lake	<b>Using Assessment Results</b> <b>Tested skills:</b>
RI.2.5 W.2.7	<b>COMPREHENSION</b>	<b>TIME FOR KIDS/Reading Digitally:</b> Good Deeds Add Up!	<b>RETEACH</b> <b>Skill/Strategy:</b>
SL.2.2 SL.2.3 W.2.7 W.2.6	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  <b>Science/Social Studies Connection</b>	<b>Instructional strategy (ies)/activity (ies):</b>
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter Personal Narrative	<b>RETEACH</b> <b>Skill/Strategy:</b>
	<b>EXTEND LEARNING</b> Level Up		<b>Instructional strategy (ies)/activity (ies):</b>
			<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: How On Earth? — What keeps our world working?			INSTRUCTIONAL WINDOW:	
WEEK 1	WEEKLY CONCEPT: Plant Myths and Facts	ESSENTIAL QUESTION: What do myths help us understand?			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RL.2.2 RL.2.6 SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3	<b>Title:</b> "The Bluebell"  <b>Genre:</b> Fiction/Myth  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Why Fir Tree Keeps His Leaves (560)  <b>Genre:</b> Myth  <b>Strategy:</b> Reread  <b>Skill:</b> Theme	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> The Golden Flower (590)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> "The Pumpkin Patch" (600)	<b>Strategy:</b> Reread  <b>Skill:</b> Theme  <b>MAIN SELECTIONS</b> <b>Genre:</b> Myth  <b>Titles:</b> <b>A:</b> The Apples of Idun/"Tomatoes" (400) <b>O:</b> Hercules and the Golden Apples/"Apples" (550) <b>E:</b> Hercules and the Golden Apples/"Apples" (440) <b>B:</b> Demeter and Persephone/"Pomegranate" (630)	<b>Reading/Writing Workshop:</b> Genre  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Specific Vocabulary
L.2.4 L.2.4a L.2.4d L.2.5 L.2.6 RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> appeared, crops, develop, edge, golden, rustled, shining, stages <b>Additional Domain Words:</b> Puerto Rico <b>Additional Academic Words:</b> adjective, myth, point of view, <b>Vocabulary Strategy:</b> Sentence Clues <b>High Frequency Words:</b> door, front, order, probably, remember, someone, tomorrow, what's, worry, yesterday <b>Oral Vocabulary Words:</b> disturb, entire, magnificent, stumbled, trembled			
L.2.2 L.2.2d RF.2.3 RF.2.3c RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify and Make Oral Rhymes; Phoneme Addition; Phoneme Blending; Phoneme Deletion <b>Phonics/Spelling Skill:</b> Closed Syllables and Open Syllables <b>Structural Analysis:</b> Compound Words			
RF.2.4 RF.2.4a RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression			<b>ASSESSMENTS</b> Weekly Assessments
W.2.3 W.2.6 W.2.5	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Strong Openings <b>Write About Reading:</b> Analyze Theme			
L.2.1 L.2.1e L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives <b>Grammar Mechanics:</b> Commas in a Series			<b>INTERIM WINDOW:</b>
RI.2.1 SL.2.1 SL.2.1c	<b>Research</b>	<b>Weekly:</b> Research a plant and what it needs to grow.			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

<b>UNIT 6</b>	<b>BIG IDEA: How On Earth? — What keeps our world working?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 2</b>	<b>WEEKLY CONCEPT: We Need Energy</b>		<b>ESSENTIAL QUESTION: How do we use energy?</b>		
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RI.2.1 RI.2.3 RI.2.5 RI.2.6 RI.2.7 RI.2.8 SL.2.1 SL.2.2 SL.2.3	<b>Title:</b> "How Does Energy Make Your Hair Stand Up?"  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Reread	<b>SHORT TEXT</b> Pedal Power (660)  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>Text Features:</b> Photos With Captions, Subheadings, Diagram, Labels	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title: My Light (680)</b>  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/ Narrative Nonfiction  <b>Title: "The Power of Water" (650)</b>	<b>Strategy:</b> Reread  <b>Skill:</b> Author's Purpose  <b>MAIN SELECTIONS</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> Wind Power/"A Solar House" (630) <b>O:</b> Wind Power/"A Solar House" (550) <b>E:</b> Wind Power/"A Solar House" (490) <b>B:</b> Wind Power/"A Solar House" (690)	<b>Reading/Writing Workshop:</b> Sentence Structure; Specific Vocabulary  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Genre; Connections of Ideas; Specific Vocabulary
L.2.4 L.2.4a L.2.4c L.2.5 L.4.5 L.4.5c RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> electricity, energy, flows, haul, power, silent, solar, underground <b>Additional Domain Words:</b> dam, generators <b>Vocabulary Strategy:</b> Paragraph Clues <b>High Frequency Words:</b> alone, became, beside, four, hello, large, notice, round, suppose, surprised <b>Oral Vocabulary Words:</b> charge, effects, rushes, slight, streak			
L.2.2 L.2.2d RF.2.3 RF.2.3c RF.2.3d RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Initial Phoneme Addition; Phoneme Segmentation; Initial Phoneme Substitution <b>Phonics/Spelling Skill:</b> CVCe Syllables <b>Structural Analysis:</b> Prefixes/Suffixes			
RF.2.4	<b>FLUENCY</b>	<b>Fluency Skill:</b> Intonation		<b>ASSESSMENTS</b> Weekly Assessments	
W.2.2 W.2.5	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Content Words <b>Write About Reading:</b> Analyze Author's Purpose			
L.2.1 L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Articles and This, That, These, and Those <b>Grammar Mechanics:</b> Names and Titles		<b>INTERIM WINDOW:</b>	
RI.2.1 RI.2.6 W.2.2 W.2.7	<b>Research</b>	<b>Weekly:</b> How do we use different forms of energy in our everyday lives?			



## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: How On Earth? — What keeps our world working?				INSTRUCTIONAL WINDOW:
WEEK 3	WEEKLY CONCEPT: Team Up to Explore		ESSENTIAL QUESTION: Why is teamwork important?		
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.1 RI.2.2 RI.2.5 RI.2.6 RI.2.7 RI.2.8 SL.2.1 SL.2.2 SL.2.3	<b>Title:</b> "Teamwork in Space"  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> Dive Teams (660)  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>Text Features:</b> Photos With Captions, Map, Labels	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> Astronaut Handbook (790)  <b>PAIRED SELECTION</b> <b>Genre:</b> Informational Text/Narrative Nonfiction  <b>Title:</b> "Teamwork to the Top" (720)	<b>Strategy:</b> Summarize  <b>Skill:</b> Main Idea and Key Details  <b>MAIN SELECTIONS</b> <b>Genre:</b> Informational Text  <b>Titles:</b> <b>A:</b> Digging For Sue/"Ancient Ship Discovered!" (430) <b>O:</b> Digging For Sue/"Ancient Ship Discovered!" (550) <b>E:</b> Digging For Sue/"Ancient Ship Discovered!" (470) <b>B:</b> Digging For Sue/"Ancient Ship Discovered!" (670)	<b>Reading/Writing Workshop:</b> Prior Knowledge; Connections of Ideas  <b>Literature Anthology:</b>  <b>What Makes This Text Complex:</b> Sentence Structure; Specific Vocabulary
L.2.5 L.2.5a L.4.5c L.4.5 L.2.4 L.2.4c L.4.4b RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> exploration, important, machines, prepare, repair, result, scientific, teamwork <b>Additional Domain Words:</b> astronaut, satellites <b>Vocabulary Strategy:</b> Greek and Latin Roots <b>High Frequency Words</b> above, brother, follow, listen, month, soft, something, song, who's, wind <b>Oral Vocabulary Words:</b> attach, collect, deliver, experiments, nations			
L.2.2 L.2.2c L.2.2d RF.2.3 RF.2.3c RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Identify Syllables; Phoneme Segmentation and Blending; Phoneme Addition and Deletion <b>Phonics/Spelling Skill:</b> Consonant + le (el, al) Syllables <b>Structural Analysis:</b> Contractions/Possessives			
RF.2.4 RF.2.4b	<b>FLUENCY</b>	<b>Fluency Skill:</b> Pronunciation			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Ideas: Supportive Details <b>Write About Reading:</b> Analyze Text Features			
L.2.1 L.2.1e L.2.2 L.2.2c	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives That Compare <b>Grammar Mechanics:</b> Apostrophes			<b>INTERIM WINDOW:</b>
RI.2.1 RI.2.2 RI.2.5 SL.2.1 SL.2.1b W.2.7 W.2.8	<b>Research</b>	<b>Weekly:</b> Research a place you'd like to travel and explore with a team. What jobs will need to be done? What job will each team member have?			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: How On Earth? — What keeps our world working?			INSTRUCTIONAL WINDOW:	
WEEK 4	WEEKLY CONCEPT: Money Matters	ESSENTIAL QUESTION: How do we use money			
UCS	COMPREHENSION	READING/WRITING WORKSHOP	LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION	LEVELED READER/MAIN SELECTION/PAIRED SELECTION	ACCESS COMPLEX TEXT (ACT)
RI.2.2 RI.2.3 RI.2.5 RI.2.7 RL.2.1 RL.2.2 SL.2.1 SL.2.1c SL.2.2 SL.2.3	<b>Title:</b> "Keep the Change!"  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> The Life of a Dollar Bill (660)  <b>Genre:</b> Informational Text/Expository  <b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Problem and Solution  <b>Text Features:</b> Photos With Captions, Graph, Labels, Subheadings	<b>Strategy:</b> Summarize  <b>Skill:</b> Connections Within a Text: Problem and Solution  <b>MAIN SELECTION</b> <b>Genre:</b> Informational Text/Expository  <b>Title:</b> Money Madness (780)  <b>PAIRED SELECTION</b> <b>Genre:</b> Fiction/Myth  <b>Title:</b> "King Midas and the Golden Touch" (720)	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> How to Be a Smart Shopper (450) <b>O:</b> How to Be a Smart Shopper (540) <b>E:</b> How to Be a Smart Shopper " (500) <b>B:</b> How to Be a Smart Shopper (680)	<b>Reading/Writing Workshop:</b> Organization; Genre  <b>Literature Anthology:</b> Organization; Specific Vocabulary; Genre
L.2.4 L.2.4c L.2.5 L.2.5a L.4.4a RI.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> invented, money, prices, purchase, record, system, value, worth <b>Additional Domain Words:</b> credit cards <b>Vocabulary Strategy:</b> Paragraph Clues <b>High Frequency Words:</b> against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window <b>Oral Vocabulary Words:</b> charity, image, popular, portrait, symbol			
L.2.2 L.2.2d RF.2.3 RF.2.3b RF.2.3c RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Segmentation; Phoneme Substitution; Phoneme Reversal <b>Phonics/Spelling Skill:</b> Vowel Team Syllables <b>Structural Analysis:</b> Comparative Endings: -er, est (with spelling changes)			
RF.2.4 RF.2.4a	<b>FLUENCY</b>	<b>Fluency Skill:</b> Intonation			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Organization: Strong Conclusions <b>Write About Reading:</b> Analyze Text Connections			
L.2.1 L.2.1e L.2.2 L.2.2a	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adverbs and Prepositional Phrases <b>Grammar Mechanics:</b> Capitalization			
RI.2.1 RI.2.3 RI.2.5 W.2.7	<b>Research</b>	<b>Weekly:</b> Where does money come from and where does it go?			<b>INTERIM WINDOW:</b>

## GRADE 2 LANGUAGE ARTS PACING GUIDE

<b>UNIT 6</b>	<b>BIG IDEA: How On Earth? — What keeps our world working?</b>			<b>INSTRUCTIONAL WINDOW:</b>	
<b>WEEK 5</b>	<b>WEEKLY CONCEPT: The World of Ideas</b>	<b>ESSENTIAL QUESTION: Where can your imagination take you?</b>			
<b>UCS</b>	<b>COMPREHENSION</b>	<b>READING/WRITING WORKSHOP</b>	<b>LITERATURE ANTHOLOGY/MAIN SELECTION/PAIRED SELECTION</b>	<b>LEVELED READER/MAIN SELECTION/PAIRED SELECTION</b>	<b>ACCESS COMPLEX TEXT (ACT)</b>
RL.2.2 RL.2.4 RL.2.6 RL.2.10 SL.2.1 SL.2.1c SL.2.2 SL.2.3	<b>Title:</b> "Give Me a Brown Box," "Music Sends Me"  <b>Genre:</b> Poetry  <b>Strategy:</b> Summarize	<b>SHORT TEXT</b> A Box of Crayons," "What Story is This?," "The Ticket" (N/A)  <b>Genre:</b> Poetry  <b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>Literary Element:</b> Rhyme	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTION</b> <b>Genre:</b> Poetry  <b>Title:</b> "Books to the Ceiling," "I've Got This Covered," "Eating While Reading" (N/A)  <b>PAIRED SELECTION</b> <b>Genre:</b> Poetry  <b>Title:</b> "Clay Play(N/A)	<b>Strategy:</b> Summarize  <b>Skill:</b> Point of View  <b>MAIN SELECTIONS</b> <b>Genre:</b> Fiction  <b>Titles:</b> <b>A:</b> Matt's Journey/"Autumn Leaves," "The Orchestra" (430) <b>O:</b> A Fantastic Day!/"A Butterfly Life," "Circus Day" (560) <b>E:</b> A Fantastic Day!/"Pablo and I," "My Tiny Friend" (470) <b>B:</b> A Day in Ancient Rome/"Lost and Found," "My Magic Car" (640)	<b>Reading/Writing Workshop:</b> Purpose; Lack of Prior Knowledge  <b>Literature Anthology:</b>  <b>What Makes This Text Complex?</b>
L.2.4 L.2.4c L.2.5 L.2.5a L.2.6 RL.2.4	<b>VOCABULARY</b>	<b>Vocabulary Words:</b> create, dazzling, imagination, seconds <b>Additional Academic Words:</b> blend, <b>Vocabulary Strategy:</b> Metaphors <b>High Frequency Words:</b> afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever <b>Oral Vocabulary Words:</b> flash, igloo, moat, orchestra, snore			
L.2.2 L.2.2d RF.2.3 RF.2.3f	<b>PHONICS/SPELLING</b>	<b>Phonemic Awareness:</b> Phoneme Addition; Phoneme Substitution; Phoneme Segmentation <b>Phonics/Spelling Skill:</b> r-controlled Vowel Syllables <b>Structural Analysis:</b> Three (or more) Syllable Words			
RF.2.4	<b>FLUENCY</b>	<b>Fluency Skill:</b> Expression			<b>ASSESSMENTS</b>  Weekly Assessments
W.2.3 W.2.5 W.2.6	<b>WRITING</b>	<b>Writing Trait:</b> Word Choice: Strong Words <b>Write About Reading:</b> Analyze Point of View			
L.2.1 L.2.1e L.2.2	<b>GRAMMAR</b>	<b>Grammar Skill:</b> Adjectives and Adverbs <b>Grammar Mechanics:</b> Sentence Punctuation			<b>INTERIM WINDOW:</b>
L.2.6 SL.2.1 W.2.7	<b>Research</b>	<b>Weekly:</b> Explore poetry and a poet's use of imagery. <b>Unit Level:</b> Research <b>Skill:</b> Visual Displays and Multimedia Presentations <b>Unit Project:</b> Self-select and develop from options for unit research projects.			

## GRADE 2 LANGUAGE ARTS PACING GUIDE

UNIT 6	BIG IDEA: How On Earth? — What keeps our world working?		INSTRUCTIONAL WINDOW:	
WEEK 6	ESSENTIAL QUESTION: What happens when families work together?		INTERIM WINDOW:	
UCS	UNIT WRAP-UP		SUMMATIVE ASSESSMENT Post Assessment Instruction	
RF.2.4 RF.2.4a RF.2.4b RF.2.4c	<b>FLUENCY</b>	<b>Reader's Theater:</b> Mother Goose to the Rescue	<b>Using Assessment Results</b> <b>Tested skills:</b>	
RI.2.5 W.2.1	<b>COMPREHENSION</b>	<i><b>TIME FOR KIDS/Reading Digitally:</b></i> Flight School	<b>RETEACH</b> <b>Skill/Strategy:</b>	<input type="checkbox"/> <b>Whole Group</b> <input type="checkbox"/> <b>Small Group</b> Students:
SL.2.1 SL.2.3 W.2.6 W.2.7	<b>RESEARCH AND INQUIRY</b>	Research skill Choose Project  <b>Science/Social Studies Connection</b>	<b>Instructional strategy (ies)/activity (ies):</b>	
L.2.2 W.2.2 W.2.5 W.2.6	<b>WRITING</b>	<b>Genre Writing:</b> Narrative Text <b>Unit Writing Products:</b> Friendly Letter Personal Narrative	<b>RETEACH</b> <b>Skill/Strategy:</b>  <b>Instructional strategy (ies)/activity (ies):</b>	
	<b>EXTEND LEARNING</b> Level Up			